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The overall idea held is that the function of home economics today is to help students identify and develop those fundamental competencies that will be effective in their personal and family living. A structure and framework upon which a teacher may establish an effective homemaking program for 7th- and 8th-grade girls and, at the same time, make the best possible use of the limited time available is presented. The courses have been divided into four broad units -- General Survey, Foods, Clothing, and Family Living. These have been made flexible to adapt to different situations. Every effort should be made to provide maximum opportunity for this training because, for many students, these courses may be the only formal training for their future roles as family member, homemaker, and mother. Understandings, skills, attitudes, and appreciations for each unit are listed. Generalizations, vocabulary suggestions, and resource materials are included.

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CURRICULUM GUIDE for

Homemaking

GRADES 7 and 8

BOARD OF EDUCATION CITY OF CHICAGO

CURRICULUM GUIDE FOR HOMEMAKING

Grades 7 and 8

BENJAMIN C. WILLIS

General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO

Educational Materials Laboratory
Office of Education
MAY 1965
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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FOREWORD

Satisfaction in living depends largely upon the success with which people can deal with their needs and with the circumstances of changing times.

Working mothers, population growth and mobility, the interchanging role of family members, automation both within and outside of these homes--these are only some of the changes which are having their impact on home and family life today. It is impossible to predict exactly the kind of world in which today's students will establish their future homes and families. However, we can be sure that there will be homes; husband-wife and parent-child relationships; families to feed, house, and clothe; and time, money, and energy to manage and use wisely. We can be sure, also, that for many young women the task of homemaking will be but one of two jobs they will hold; many of them will also be gainfully employed outside the home.

It would seem, therefore, that the function of home economics education today is to help students identify and develop those fundamental competences that will be effective in their personal and family living.

This Curriculum Guide for Home Economics presents a structure and framework upon which a teacher can establish an effective homemaking program for girls in seventh and eighth grades. The basis for the development of the material has been the requests of teachers and the best thinking of home economics educators. Effort has been made to provide materials that can help the teacher in the classroom make the best use of the limited time available to equip her pupils to face and to meet the obligations of a family member as youth today and as homemaker of the future.

BENJAMIN C. WILLIS

General Superintendent of Schools

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Two graduate workshop groups at Chicago Teachers College formulated the basis for this guide and resource book.

Sincere appreciation for the development of this guide and resource book is expressed to M. Ruth Krause, Amy W. Paula, and Esther S. Handwerk, supervisors in the Bureau of Home Economics.

This publication was prepared in the Bureau of Home Economics, under the supervision of Mary Mark Sturm, director.

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PLANNING FOR THE USE OF THIS GUIDE

Ideally, Homemaking One, Two, Three, and Four should follow each other in sequential order with five periods a week for twenty weeks devoted to each course. It is, of course, recognized that there are many variations in the number and type of homemaking laboratories in different schools. With this in mind, the courses have been planned flexibly enough to adapt to different situations.

In schools where there is no general homemaking laboratory and/or where it is not possible to teach Homemaking One as it is presented in this guide, it is essential that Homemaking Two, Three, and Four begin with those units in Homemaking One which are pertinent to their respective areas of work. For example, Homemaking Two should begin by incorporating Homemaking One, Unit IV, "Learning Some Food Facts and Fun." Homemaking Three should begin with Homemaking One, Unit III, "Helping to Look Your Best." Homemaking Four should incorporate Unit I, "Living Happily with Yourself and Others," and Unit II, "Sharing in the Care of Your Home," both from Homemaking One.

Where enrollment has outgrown the physical facilities available, it will be found most effective to maintain the weekly time allotment and reduce the number of courses offered. For example, it would be more desirable to schedule classes five periods per week for one year than two periods per week for two years. The subject matter to be covered should be determined by the background, interests, needs, and abilities of the pupils being taught.

It is well to keep in mind that for many girls these homemaking courses may well represent the only formal training for their important role as family member, homemaker, and mother. Therefore every effort should be made to provide the maximum opportunity for this training.

AREAS OF LEARNING IN HOMEMAKING

This chart indicates the areas of learning integrated in each of the four semesters of homemaking. Since Homemaking One is a general survey course and each unit encompasses a different area—Home and Family Living, Clothing, and Foods—the chart for Homemaking One is considered by units.

XX indicates areas of SPECIAL EMPHASIS
X indicates RELATED AREAS

	HOMEMAKING ONE			
	Unit I LIVING HAPPILY WITH YOURSELF AND OTHERS	Unit II SHARING IN THE CARE OF YOUR HOME	Unit III HELPING TO LOOK YOUR BEST	Unit IV LEARNING SOME FOOD FACTS AND FUN
Child care and development	XX			
Clothing and textiles			XX	
Foods and nutrition				XX
Guarding of health	X		X	X
Home care		XX	X	X
Home safety		X	X	X
Housing and home furnishings				
Leisure time	X		X	X
Management	X	X	X	X
Money and buying	X		X	X
Personal, family, and social relationship	XX	X	X	X
Personal grooming	X		XX	X

In the Suggested Learning Experiences in this Curriculum Guide, the related areas have been integrated with the areas of special emphasis as indicated. To help the pupil define the learnings, the summarizing and evaluating of each lesson should be done under the various area headings. This will also help the pupil see the broad aspects of homemaking.

	HOMEMAKING TWO	HOMEMAKING THREE	HOMEMAKING FOUR
	FOODS	CLOTHING	FAMILY LIVING
Child care and development			XX
Clothing and textiles		XX	
Foods and nutrition	XX		
Guarding of health	X	X	X
Home care	X	X	XX
Home safety	X	X	X
Housing and home furnishings			XX
Leisure time	X	X	X
Management	X	X	X
Money and buying	X	X	X
Personal, family, and social relationship	X	X	XX
Personal grooming	X	XX	

For further clarification on the strands which are included in each area, see the italicized subheadings under the various areas in the Teaching Guide for Home Economics, which was published in 1959.

OVERVIEW OF THE SEMESTER'S WORK

HOMEMAKING ONE - GENERAL SURVEY

Homemaking One is designed as a general survey course during which the pupil is introduced to the various areas of home economics that will be included in Homemaking Two, Homemaking Three, and Homemaking Four. Four basic phases are considered:

Family Living
Home Care
Clothing
Foods.

Since each phase of the work is unique, the goals will be discussed in a preface to each unit.

A suggested time allotment for the semester is:

Living Happily with Yourself and Others — 3 weeks

Sharing in the Care of Your Home — 2 weeks

Helping to Look Your Best — 8 weeks

Learning Some Foods Facts and Fun — 7 weeks.

TEACHER'S NOTES

PREFACE TO HOMEMAKING ONE

UNIT I

Homemaking One, Unit I, "Living Happily with Yourself and Others," has been planned as an introduction to the family living aspect of homemaking. Throughout the unit, activities have been provided to help teen-agers realize that they must mature emotionally and socially as well as physically and intellectually. Learning experiences help the pupils in understanding their role in the broad area of personal relationships with others in the home, school, and community.

During this unit, the pupils should recognize the contributions they can make to family living. The organization of the homemaking laboratory where the members of the class usually work in family groups gives impetus to a practice of co-operating, understanding, and accepting responsibilities and privileges that are inherent within a family group situation. Various learning experiences develop an understanding of younger children, an appreciation for people and cultures different from their own, and a knowledge of the personal qualities that influence friendship. The study of the effect of personality on a person's future should lead to the development of self-analysis and better self-understanding by the pupil.

Manners and their influence on a person's acceptance into various groups is explored in this unit. Beginning steps are taken in the matter of making choices and relating them to basic values.

Many of the personality factors that aid in adjustment to a life situation are discussed in this beginning homemaking unit and are integrated throughout the following units.

The specific goals of the learning experiences in this unit are:

to begin to appreciate the importance of growing up emotionally and socially as well as physically and intellectually

to become aware of the value of having friends and of being a friend

to practice co-operative family membership

to become aware of the way the values a person holds influences his choices.

UNIT I

LIVING HAPPILY WITH YOURSELF AND OTHERS

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Information and Knowledge	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings	A. Friendship
The pupil should understand that:	Inherent qualities
The choice of friends can affect a person's entire life.	Need for being a friendly person Value of having friends Importance for personal and family happiness
Everyone wants to be loved, admired, and respected.	B. Good manners
To be genuine, good manners must be practiced consistently.	Definition Importance of building good relationships with others
All privileges carry responsibilities.	Areas for consideration and practice
Every child needs affection and protection.	Home School Playground Community
Understanding the behavior of children can help in self-understanding.	C. Good family and group membership
All people, no matter how different they are, contribute to the enrichment of life.	Privileges Responsibilities Personal qualifications Understanding
Making wise choices involves weighing the worth of possible outcomes.	Co-operation Appreciation Consideration

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.

A. Friendship

Find a story which highlights friendship situations. Read or tell it to the class. Discuss.

Discuss with pupils the reasons that everyone needs and wants friends.

List with the class the reasons that some persons are loved, admired, and respected.

Consider with the class the statement "To have a friend, you must be one."

List and discuss qualities desired in a friend such as:

- loyalty
- dependability
- understanding
- sense of humor
- kindness
- thoughtfulness
- honesty
- personal cleanliness and neatness

Ask each pupil to prepare a checklist and rate her own friendship qualities. Have her consider if she would make a good friend and then decide what she can do to become more likable. Have each pupil make a chart of personal qualities to achieve.

Have pupils describe how they feel when they are happy, friendly, kind; when they are discourteous, thoughtless, irritable. Have them tell how they feel toward others when they exhibit such behavior. Discuss how this behavior might affect friendships.

Have the class suggest some ways of expressing friendship toward family and friends.

Discuss how the friendship qualities of family members foster good family relationships and family happiness.

Have pupils report on experiences which show how friendships can influence personality.

Have pupils give examples of friendships in school and community which are either helpful or harmful.

Discuss with the class the values of choosing friends wisely.

Discuss the reasons for parents' concern about the choice of their children's friends.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Skills

The pupil should practice the fundamental skills necessary to:

- being a good friend
- being considerate of others
- assuming some responsibility of group and family membership
- sharing in the care of young children.

Attitudes and Appreciations

The pupil should:

- develop an awareness of the importance of appreciating, respecting, and understanding other persons as individuals and as members of a group
- consider some personal qualities which help to make one likable and acceptable to others
- awaken to the importance of self-development
- appreciate the need for becoming a worthy group member
- recognize that the welfare of the group should take precedence over individual rights
- appreciate one's own family and discover some ways to contribute to the family's happiness.

OUTLINE OF CONTENT

D. Growth and development of young children

Some basic needs of young children
Possible ways to satisfy these needs
Responsibilities of baby-sitting

E. Appreciation of different cultural backgrounds

Family customs
Contributions of various nationalities and cultures to everyday living

F. Values

Bases for making choices
Recognition of steps in making choices

Consider with the pupils the values in having a wide circle of friends.

Ask for reports on wholesome group activities which will help boys and girls enlarge their circle of friends.

Consider with the pupils some abilities one might develop which will add to the enjoyment of being with friends, such as:

being a good hostess
knowing how to play games, musical instruments
having a wide range of interests
being a good conversationalist.

Have pupils list some "do's" and "don't's" that can be helpful in making and keeping friends.

GENERALIZATION. To have a good friend, one must be a good friend.

B. Good Manners

Define good manners as essentially the showing of consideration for others.

Discuss with the class reasons for rules of etiquette:

- to help the individual become more thoughtful and considerate of others
- to make relationships with others more pleasant—at home, at school, on the playground, in the community.

Consider the importance of good grooming as a basis for consideration of others.

Have pupils collect pictures and articles depicting good manners. Share these in class.

Consider the statement "Being courteous is a MUST in making and keeping friends."

Ask pupils to write and present a skit showing that manners are just as important at home as they are in public.

Formulate with the class a list of helpful hints for improving relationships with others:

Be genuinely interested in other people.
Be sensitive to the feelings of others.
Treat others as you would want to be treated.
Appreciate differences in people.
Respect the rights and opinions of others.

Prepare a list of "do's" and "don't's" for behavior in the following places:

at home
at school
on the playground
in the community.

GENERALIZATION. The essence of good manners is thoughtfulness toward others.

C. Good Family and Group Membership

Encourage pupils to describe families which seem to be very happy. List some of the personal characteristics which the members possess.

Discuss with the class the privileges and responsibilities of being a family member. What is the result when a family member or a group member does not carry out his responsibilities?

Have pupils list some things they do for their families and some things their families do for them. Ask them to tell how they show appreciation for the many things the family members do for them.

Plan with the class some activities that will provide family fun.

Have pupils list some hobbies which families may develop.

Use radio, television programs, movies, or stories depicting family life situations as a basis for discussion or role-playing in such matters as:

how family members show affection and respect for one another
  in spite of their possible faults and differences
how family members co-operate and help one another
how families have fun together
how sisters and brothers handle their disagreements.

Illustrate through role-playing how situations in which family members co-operate--such as planning family fun, using the television set, performing home tasks--help to make family life run more smoothly and happily.

Work in committees to plan ways an individual can increase the happiness of his family or group, such as:

showing appreciation for things the family or group does for its members
cultivating a sense of humor
trying to understand and appreciate the different points of view of family or group members.

List personal habits which, if not changed, might disrupt the entire group or family, such as:

being late for meals
being careless with personal belongings
demanding more than the proper share
failing to do an assigned job.

Discuss with the class the kinds of adjustments that may be necessary when there is illness in the family.

List ways of being helpful when there is illness in the family.

Consider what is meant by being a "good patient."

Discuss ways of preventing illness and the spread of disease through the family or group.

Survey how pupils use and share the washroom facilities at school. Do they show consideration for others by keeping the room neat? Are their practices sanitary? How might these practices be improved?

Have the class give other examples which show how co-operative sharing and consideration of the rights and opinions of each individual in a group foster good relationships.

GENERALIZATIONS. There are many recreational activities in which all family members can participate with pleasure.

Co-operation and consideration of family or group members foster good relationships.

It is important to be especially helpful when there is illness in the family.

D. Growth and Development of Young Children

Conduct a survey to discover what contacts class members have with young children. List what they do WITH and FOR young children.

With the class, note the large number and variety of contacts made. Are these enjoyable, worthwhile experiences for all concerned? If not, why not? How could such experiences be improved?

Have pupils learn various ways of contributing to the growth and development of young children:

setting a good example in manners; caring for belongings; co-operating; practicing good eating habits; using correct language, tone, and voice
planning ways to help younger brothers and sisters to do things for themselves
helping to satisfy a child's need for affection and security.

List with the class some common causes of accidents to young children in the home and suggest how such accidents might be avoided.

Discuss the importance and list various ways of meeting a child's basic personality needs: affection, recognition, security.

Suggest ways to help create a happy, suitable environment for a young child.

Discuss with the pupils some problems which brothers and sisters might have in getting along with each other. Suggest some ways of overcoming such problems and improving relationships.

List concepts which persons who help in the care of young children should understand, including the following:

Patience, cheerfulness, and understanding are necessary qualities in a person who takes care of children.

A display of affection is important to children.

Children are individual personalities and should be treated and respected as such.

All behavior has a cause.

Play is one means by which a child learns.

A child's span of interest is short.

The class may prepare a list of rules for baby-sitting:

A definite knowledge of responsibilities is essential.

The safety of children is protected by setting limits on their behavior.

Setting a good example for children is necessary at all times.

Prepare a list of "do's" and "don't's" for baby-sitting.

List some things a girl or boy can do at home to help with younger sisters or brothers.

Plan pupil reports on the personal rewards derived from having an interest in and contacts with young children.

GENERALIZATIONS. Understanding children helps one to guide, appreciate, and enjoy them.

Playing is one way a child learns.

Children need a variety of activities because of their short span of interest.

Children are great imitators of what they see and hear.

Patience, cheerfulness, and understanding are desirable qualities in those who care for children.

E. Appreciation of Different Cultural Backgrounds

Have pupils tell about family customs observed on holidays, noting that various nationalities and cultures contribute to the enjoyment of family life.

Exhibit items that are made in foreign countries. Ask pupils to note any such articles which they use and enjoy.

Consider the advantages of having friends of different backgrounds.

Ask for examples of how pupils' lives have been enriched by persons who have different backgrounds.

GENERALIZATION. Getting to know people of different backgrounds makes life richer.

F. Values

Ask pupils to recall some choices they have made recently and to give reasons for the choices made.

Did the choices give the satisfaction hoped for? Were the satisfactions long-term as well as immediate? Could they be considered "wise choices"?

Define what is meant by "wise choicemaking."

List the steps in making choices:

1. Consider possible choices.
2. Consider possible outcomes for each choice.
3. Decide on the choice which will give the most satisfaction, long-term as well as immediate.

List on the chalkboard some basic values--status in group or personal relationships, economic security, religion, health, self-expression. Categorize the reasons given by pupils for the choices they make. Point out to pupils that the wisest choices are those which satisfy the values held most important.

GENERALIZATION. It is wise to weigh possible choices carefully in terms of outcomes before making a decision.

VOCABULARY SUGGESTIONS

UNIT I

affection

appreciation

attitude

basic needs

behavior

characteristics

considerate

co-operative

cultivate

cultures

dependable

environment

etiquette

friendship

generalization

goal

loyal

personality

qualifications

qualities

reliable

security

sincere

skill

sportsmanship

understandings

values

RESOURCE MATERIALS

UNIT I

BOOKS

	A	B
Barclay, Marion S., and Champion, Frances Teen Guide to Homemaking	pp.150-153, 180-183	pp.12-29
Clayton, Nanalee Young Living	pp.31-41	pp.17-27 41-44
Hatcher, Hazel M., and Andrews, Mildred E. Adventuring in Home Living Book I, rev.ed.	pp.67-94	pp.104-124
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking	pp.83-99	pp.95-98
McDermott, Irene E., and Nicholas, Florence W. Homemaking for Teen-Agers Book I, rev.ed.	pp.91-95	pp.86-89
McDermott, Irene E., and Nicholas, Florence W. Living for Young Moderns	pp.254-260	pp.251-253
FILMS		
Family Teamwork Frith Films, 1947 18 min. color (Chicago Schools Division of Visual Education)	X	X

C	D	E	F
X			
X			

	A	B
Safety in the Home (Revised) Encyclopaedia Britannica Films, Inc., 1951. 14 min. b&w (Chicago Schools Division of Visual Education)		
Sharing Work at Home Coronet Films, 1949 10 min. b&w (Chicago Schools Division of Visual Education)	X	X
FREE AND INEXPENSIVE MATERIALS National Safety Council Hazard Hunting		

C	D	E	F
pp.360-365, 380-391	pp.406-415		pp.6,181, 185-187,196
pp.8-16, 45-55, 293-297	pp.56-73		
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pp.45-46, 57-91 368-377	pp.229-237, 280-284		pp.19, 26-30

TEACHER'S NOTES

PREFACE TO HOMEMAKING ONE

UNIT II

Homemaking One, Unit II, "Sharing in the Care of the Home," has been planned as an introduction to the many facets of caring for various areas of the home. During the unit, through learning activities an attempt is made to develop attitudes and skills that will make these home responsibilities happy experiences for the pupils.

The sharing of these home responsibilities is a foundation for all the work of the unit and integrates the accepting of family responsibilities as introduced in Unit I.

The homemaking laboratory is "home" to the family groups during the laboratory period and, as such, is the tool for learning and practicing routine home tasks and for developing pride in family co-operation. The transfer of these skills of caring for the home is accomplished by developing an awareness within the pupils of the regular tasks that could be assumed at home within the scope of their abilities. Such personal tasks (bedmaking and being responsible for personal belongings) and general tasks (cleaning the floor, dusting, or washing windows) should be demonstrated at school and encouraged as regular, follow-up home activities.

Family finance is considered in this unit by emphasizing that proper care will extend the use and appearance of household equipment and materials, thereby making frequent replacements unnecessary.

Safety in the home is considered as a responsibility of every family member and a safety consciousness is developed during all homemaking work.

The specific goals of the learning experiences in this unit are:

to become aware of the variety of tasks required to keep a home clean and orderly

to develop efficient work habits in the performance of routine housekeeping tasks

to build a sense of responsibility in sharing the necessary tasks in keeping the home in good order

to develop an attitude of safety.

UNIT II

SHARING IN THE CARE OF YOUR HOME

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Information and Knowledge	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings	A. Some responsibilities of family members
The pupil should understand that:	Co-operation Consideration for one another
Housekeeping is a worthy and necessary part of homemaking.	
Some ways of performing home tasks are more efficient and satisfactory than others.	B. Simple tasks to assume Care of the lavatory Care of one's room
To be attractive, a house must be clean and orderly.	Care of one's belongings Care of other areas Simple work plans and schedules
It is every family member's business to help keep the home orderly and clean.	C. Safety in the home
Proper care of the home preserves its life and beauty.	Awareness of common causes of accidents
Accidents are caused—they do not just happen.	Awareness of prevention of accidents

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.

A. Some Responsibilities of Family Members

Discuss the meaning of the refrain "Be it ever so humble, there's no place like home."

Suggest ways in which family members can help make home a pleasant place in which to live.

Consider the importance of orderliness and cleanliness in home and family life.

Discuss the importance of having all family members share in the use and upkeep of the home.

GENERALIZATIONS. Keeping the home clean and orderly is easy when every family member shares the responsibility.

Cleanliness and orderliness help to make a happy home environment.

B. Simple Tasks to Assume

Divide the class into family groups and assign a number to each member of the family.

Point out that the class laboratory is "home" to the family during the class period; therefore, its care is the responsibility of each member.

Make a list of the responsibilities which are necessary to assume in order to keep the laboratory clean and orderly.

Demonstrate to the class the techniques involved in the various tasks, calling attention to good management practices.

Make clear the plan of work which is to be followed whereby each pupil will assume, on a rotative basis, her share of responsibility in keeping the laboratory orderly and clean.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT

Skills

The pupil should:

learn some efficient and satisfactory procedures for performing simple home tasks

learn to use some safety practices which pertain to the home.

Attitudes and Appreciations

The pupil should:

appreciate that home care, as well as family comforts and pleasures, should be shared

realize that growing up includes accepting increasing responsibility for helping at home

become aware of the responsibility for keeping her own room and belongings orderly

recognize that orderliness in the home helps create beauty and harmonious relationships.

Discuss with class a plan for pupil practice of the tasks demonstrated, considering:

availability of equipment needed for the job
efficient sequence of jobs
schedule of time to eliminate congestion at work centers.

Supervise pupil activity in caring for the laboratory.

Consider, with the class, ways in which these learnings can be applied in the home.

Make a list of responsibilities which pupils can assume at home for keeping belongings and bedroom orderly and clean. Include the following:

making the bed
organizing and putting away their belongings in an orderly fashion
dusting and polishing the furniture
washing the windows and glass surfaces
cleaning the floor.

Demonstrate the correct way to make a bed. Have pupils make the bed, continuing in succeeding lessons until all have had a turn.

Ask pupils to report on jobs they do at home to keep the rooms shared by the whole family neat and orderly and to keep their own rooms orderly and clean.

Collect and study pictures of well-arranged closets and dresser drawers. List good features.

Compile some suggestions for storing toys, hobby supplies, and books.

Plan some improvement for the storage of belongings at home.

Discuss the advantages of making a plan for performing home tasks. Explain how being a good manager can make home tasks easier and more pleasant.

Make a cleaning schedule for keeping pupils' own rooms at home neat and clean--daily, weekly, consistently.

Ask for reports on the outcome of home-care responsibilities in terms of self-satisfaction, family relationships, and improved efficiency.

GENERALIZATIONS. Having a place for everything and keeping everything in its place saves time and temper.

Being a good manager is one of the most important qualities of a good homemaker.

C. Safety in the Home

Give examples of how personal attitudes and habits of a family member affect family safety.

List some common causes of accidents in the home and tell how they might be avoided.

Have pupils check their own rooms for safety hazards and report measures taken to correct them.

GENERALIZATIONS. Carelessness causes extra work and expense.

Since most accidents occur in the house, every family member should be safety-conscious.

Orderliness eliminates many safety hazards.

A home is only as safe as each family member makes it.

VOCABULARY SUGGESTIONS

UNIT II

consideration

co-operation

efficient

habits

homemaker

homemaking

housekeeping

management

miter

responsibilities

routine

safety hazards

safety precautions

sequence

tasks

techniques

time schedule

work schedule

RESOURCE MATERIALS

UNIT II

BOOKS

	A	B	C
Barclay, Marion S., and Champion, Frances Teen Guide to Homemaking	pp.391-395	pp.204-217, 391	pp.226,240, 364,377,431
Clayton, Nanalee Young Living	pp.259-267	pp.268-277, 281-286	pp.278,283, 285-286
Hatcher, Hazel M., and Andrews, Mildred E. Adventuring in Home Living Book I, rev.ed.		pp.265-278	pp.272-273
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking	pp.58, 116-117	pp.100-112, 125-127, 130-134	pp.138-141
McDermott, Irene E., and Nicholas, Florence W. Homemaking for Teen-Agers Book I, rev.ed.	pp.8-9, 147-148	pp.148-160, 163,168-170	pp.12-22
McDermott, Irene E., and Nicholas, Florence W. Living for Young Moderns	pp.262-264, 310	pp.296-308	

TEACHER REFERENCES

Duvall, Evelyn M.
Family Development

Fitzsimmons, Cleo, and White, Nell.
Management for You

Gilbreth, Lillian M., et al.
Management in the Home

Havinghurst, Robert J.
Developmental Tasks and Education

McDermott, Irene E., and Nicholas, Florence Williams
Living for Young Moderns

Smart, Mollie Stevens, and Smart, Russell Cook
Living in Families

Starr, Mary Catherine
Management for Better Living

TEACHER'S NOTES

PREFACE TO HOMEMAKING ONE

UNIT III

Homemaking One, Unit III, "Helping to Look Your Best," has been planned as an introduction to the closing aspect of homemaking. Two broad areas are considered; namely, improvement of personal appearance (including both personal grooming and the care of clothing) and the development of the ability to sew (through the construction of simple hand-and machine-sewn projects).

As in the other units, some elements basic to all phases of homemaking are included. Co-operation of family members is stressed in sharing in the routine care of the laboratory and in the use of equipment. Wise use of time and energy by integrating both handwork and machine work is planned so that no time is lost while waiting for a turn at the sewing machine. Safety in the use of sharp sewing implements and the sewing machine is stressed. Extending the life of personal clothing through simple repairs and a program of care is taught as another way of stretching the family income. A bridge between the practices of the homemaking laboratory and the application of these practices to the home situation is made by encouraging the pupils to bring garments from home that require simple repairs or routine care, such as removal of stains or pressing.

During the initial construction work, the pupils are guided in the development of their ability to follow directions and of high standards of workmanship which will lead to a feeling of pride and satisfaction in the completed project.

The specific goals of the learning experiences in this unit are:

to understand the importance of good grooming

to learn some simple care and repair techniques for clothing

to develop some ability in hand-sewing techniques

to learn the safe operation of the sewing machine while constructing simple projects

to share equipment and the care of the laboratory.

UNIT III

HELPING TO LOOK YOUR BEST

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

The clothing worn affects behavior and personality.

Appropriate school clothes are simple, comfortable, and easy to keep clean.

Good grooming expresses both self-respect and consideration for others.

It takes only a small amount of knowledge and ability to keep clothing in good repair.

Keeping clothing in good condition can help to make the family's income go further.

Much satisfaction may be gained from doing a job well.

In learning a skill such as sewing, it is important to start with the simplest project and progress toward increasingly difficult ones.

OUTLINE OF CONTENT

A. Introduction to equipment and procedure in the clothing laboratory

Orientation to the unit

Organization for laboratory work

Basic sewing tools and equipment

B. The importance of being well-groomed

Clothing care

Body care

C. Development of the ability to sew (initial construction unit)

Construction of simple projects

Hand-sewing—felt accessory
Machine sewing—quilted potholder

Simple care and repair of clothing

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.

A. Introduction to Equipment and Procedure in the Clothing Laboratory

Discuss some reasons for the importance of knowing how to sew, such as:

to keep clothes in good repair
to provide worthwhile leisure-time activity
to express creative ability
to help make the family's income go further
to become aware of quality, workmanship, and materials that might serve as standards in buying ready-made garments.

Set goals to be developed in this unit within the following groups:

habits to be formed
attitudes to be developed
skills to be acquired.

Exhibit models of the projects to be constructed (felt accessory and quilted potholder). Discuss the experiences to be gained through the making of these projects.

Make known the procedures conducive to learning that will be followed in this class:

manner of entering the room
seating of class until lesson begins
time management of period
manner of leaving the room.

Acquaint the class with the location of supplies and equipment, noting arrangement with regard to convenience and efficiency:

machines placed in good light, away from regular traffic lanes

soap, paper towels, and waste baskets provided near sinks

current supplies arranged accessibly in storage cabinets

work tables and machines grouped for convenient family arrangement.

Choose family groups and work areas.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT

Skills

The pupil should practice some basic skills through the construction of simple projects.

Relationship skills

The pupil should:

learn to work co-operatively in a group

learn to share tools and equipment

learn to assume clean-up responsibilities.

Managerial skills

The pupil should:

become familiar with and practice the use of accepted laboratory procedure

begin to develop good habits of work and safe work practices

learn to help herself through following directions and using step-by-step models for construction of projects.

Manipulative skills

The pupil should:

begin to use basic sewing and pressing equipment

learn to thread the sewing machine and to develop control in operating it.

develop some ability to use a needle, thread, and a thimble correctly.

Discuss the need for co-operation and consideration within the family for successful group work.

Discuss those personal traits and habits of individual members that contribute to the well-being of the group and those that tend to disrupt the group.

Give a pretest to discover the pupils' knowledge of basic sewing tools:

- needles--sharps, crewel, darning, machine
- thread--sewing, embroidery, darning
- iron--dry and steam
- pin cushion
- thimble
- shears
- scissors
- tape measure
- gauge
- pins
- pressing board
- sewing machine.

Arrange a display of good basic sewing tools; label them, stating the use as well as the approximate cost of each item.

Have pupils learn the names and uses of the basic sewing tools and equipment.

Contrast the use of a good tool with that of a poor tool; for example, a sharp vs. a dull scissors; sharp vs. dull pins and needles; correct kind and size of needles and thread for fabric vs. those that are incorrect, noting differences in the following areas:

- use of time
- results
- use of energy
- satisfaction

State what is meant by good management practices and why they are important.

List some good management practices to be used in the clothing class, such as:

- using the best tool available for the job
- keeping work areas cleared for work
- having equipment conveniently arranged
- employing a work plan
- utilizing a definite plan for sharing equipment
- using a rotative chart for fair division of routine clean-up tasks among family members.

Discuss personal habits of work that will prevent the need for excessive clean-up. Have pupils practice these throughout the unit.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
help to keep clothing neat and in good repair	
put into practice some of the basic principles of personal care.	
Attitudes and Appreciations	
The pupil should:	
begin to consciously appreciate the satisfaction to be derived from doing a job systematically	
become aware of the importance of using the best tool available for a given job	
recognize the importance of using tools and equipment correctly and safely	
begin to consciously derive satisfaction from creating something with her hands and doing a job well	
recognize the importance of good grooming in relation to self and others	
become more appreciative of some of the services performed by others.	

Stress the need to keep furniture and equipment in good condition and to preserve and protect all surfaces, thereby extending the life and beauty of the laboratory.

Have pupils assume the responsibility for helping keep the laboratory clean, orderly, and well-maintained and for doing pleasant tasks as well as tedious or monotonous ones.

Analyze the saying "Service is the rent we pay for the space we occupy." Consider how it can be practiced at school, at home, and in the community.

Look for "danger spots" in the clothing laboratory or area and learn safety practices that must be used to avoid accidents.

Demonstrate to pupils the safe handling and use of sharp tools and electrical implements, such as:

scissors and shears	electric plugs
needles and pins	steam iron and dry iron

Have pupils draw up a code of safe practices to be used in the clothing laboratory.

Stress health factors to be observed, including good posture while working and adequate light on work.

GENERALIZATIONS. Knowing WHAT to do and HOW to do it helps one to use time, energy, and laboratory equipment more wisely.

Proper care insures better service and longer life of tools and equipment.

B. The Importance of Being Well-Groomed

Discuss the following aspects of keeping both one's person and clothing clean, attractive, and well-maintained:

social values
economic values
health values.

Have the class point out factors in appearance that may be changed. Tell why it is important to improve appearance as much as possible.

Discuss which is more important concerning clothing—expense or cleanliness and care.

Create an awareness in pupils of the characteristics of the well-groomed look.

personal cleanliness
clothing that is appropriate and shows good care.

Ask students to list or collect pictures of persons who appear well-groomed and to enumerate some of the factors that make them appear so.

Discuss the daily and weekly care of the body.

Explain the meaning of a grooming aid.

Assist pupils in setting up a display of important grooming aids in the care of the body. These may include the following:

Hair	Hands and Feet	Teeth	Body
brush	small brush	2 tooth brushes	soap
comb	nail clipper	dentrifice	wash cloth
shampoo	emery board	mouth wash	deodorant

Stress the need of individually owning and using personal grooming aids, calling attention to dangers to health when these articles are shared.

Have pupils list some responsibilities that are necessary for the upkeep of clothing:

Daily Care	Other Necessary Care
selecting clothing with consideration for the amount and kind of upkeep required	brushing
	laundering or cleaning
putting on clothing properly	ironing or pressing
removing clothing carefully	repairing
putting away clothing properly—correct hanging and folding	

Illustrate how the use of press-on patches can reduce time and energy spent in the care and repair of clothing; show how this use can extend the life of clothing, thereby reducing the wardrobe budget.

Guide the students in the use of press-on patches for garments in need of repair.

Using a wool skirt, show the pupils how to restore clothing to good condition after wearing by brushing, removing stains, pressing, and hanging or folding.

Recall with the class some of the stains commonly found on clothing. Distribute leaflets with information on ways to remove stains. Assign and guide specific students in a demonstration of the removal of stains (ink, grease, fruit, gum) from cotton fabrics.

Demonstrate the laundering of sweaters and socks.

Summarize and evaluate learnings through quizzes.

GENERALIZATIONS. Neatness and cleanliness in both person and clothing are required for good grooming.

Being well-groomed increases self-respect and social acceptance.

Appropriate school clothes are simple, comfortable, and easily maintained.

The ability to make simple repairs can extend the life of clothing and the family budget.

D. Development of the Ability to Sew (Initial Construction Unit)

Exhibit and discuss projects to be made—cosmetic case, coin purse, or shoe polishing mitt; and quilted potholder.[1]

Set up goals to be gained through the making of the projects. Those applicable to the quilted gingham potholder project include:

learning machine control

learning the basic parts of the machine which are important to threading and operating it

understanding what is meant by grain perfection

appreciating the value of pressing during construction of projects.

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[1] Chicago, Board of Education, *Resource Book for Homemaking Teachers* (Chicago: Board of Education, City of Chicago, 1963), pp. 70-81.

Goals to be realized in the making of the felt project include:

learning correct use of needle, thread, and thimble
holding fabric in correct position
practicing correct posture while sewing.

Introduce step-by-step models and explain how they may be used to provide self-help to the pupils following teacher demonstrations. (See pp. 71, 78-80 in Resource Book.)[2]

Direct the pupils in constructing individual folders for easy storing of projects in the classroom. (Two sheets of construction paper, fastened together with masking tape along the two short sides and the one long side, make a very practical folder.)

Review the good management practices to be used in the clothing class.

Acquaint the class with procedures to be followed in laboratory work, such as:

washing of hands before starting work
manner of gathering and assembling work materials
manner of taking turns at machine and other equipment
system of distributing supplies
time-management
clean-up routine.

In constructing the projects, it is important that every pupil be engaged in worthwhile activity at all times, especially during the time spent waiting for turns at the sewing machine. With this in mind, the teacher will find it both necessary and expedient to have the pupils construct the hand-sewn project and the machine-sewn project concurrently. She will, therefore, alternate her demonstrations of necessary techniques and procedures, presenting them as her pupils become ready for them. Accordingly, the teacher may need to make some adjustments in the order as given below.

Hand-Sewn Project

(Felt cosmetic case, coin purse, or shoe-polishing mitt)

Demonstrate the use of the needle and thimble. Provide pupils with necessary equipment so that they may practice along with the demonstration. Each pupil should receive the following:

thimble of suitable size
crewel needle, No. 5 or 6
spool of embroidery floss
scissors

Machine-Sewn Project

(Quilted potholder)

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[2] Ibid., pp. 71, 78-80.

six-inch square of checked gingham.

Have pupils practice pushing an unthreaded needle through the fabric, with hands, fabric, needle, and thimble in correct position

Demonstrate and supervise pupil practice of basic techniques to be used in making the felt project:

determining correct length of thread to use

cutting thread on a slant for easy threading of needle

threading needle

securing thread to begin sewing by making a knot

overcasting an edge of fabric

securing thread to end sewing by making small stitch on wrong side of fabric.

Demonstrate and have pupils practice the initial steps in using and understanding the use of the sewing machine:

opening and closing the machine carefully and quietly

locating the electric cord, knee or foot control, and light switch

identifying the moving parts—balance wheel, thread take-up, needle, and feed dog.

Appoint a pupil "checker" for each machine to assist in supervising the pupil practice.

Demonstrate and have pupils take turns in practicing control of the sewing machine:

running machine smoothly

starting and stopping with take-up at highest point

guiding cloth (the piece of gingham used for hand-sewing practice) under the presser-foot with machine unthreaded.

Distribute duplicated instructions for making the felt project and read with the class the directions as given.[3]

Distribute pieces of felt, cut to measure, and demonstrate the making of the project.

As pupils construct their projects, encourage them to consult their instruction sheets and the step-by-step models before asking for help from the teacher.

Discuss with pupils the difference between a non-woven fabric (felt) and a woven fabric (gingham). On the chalkboard, draw a diagram showing the interlacing of crosswise and lengthwise threads.

Using carefully chosen lengths of fabric, at least 18"x24", show pupils what is meant by the term thread-perfect. It will be helpful to have the following:

piece of checked gingham which has been made thread-perfect

piece of checked gingham which is not thread-perfect

piece of outing flannel which is thread-perfect

piece of outing flannel which is not thread-perfect

Demonstrate and have pupils learn in correct order the names of the parts on the machine head involved in threading the machine:

spool pin
tension
take-up
needle
thread guides between these parts.

Demonstrate and have pupils take turns in practicing threading of machine head.

Demonstrate and have pupils practice threading of bobbin case and drawing up bobbin thread.

Demonstrate and have pupils practice stitching two or three rows on the folded piece of practice fabric, using lines of the checks as guide lines. In this demonstration and practice, stress the basic techniques for all machine stitching:

raising take-up to highest point before beginning to sew

drawing both bobbin thread and upper thread under and to the rear of the presser foot before beginning to sew

placing fabric under presser foot and lowering needle into cloth at the exact point where stitching is to begin BEFORE lowering presser foot piece of percale printed with checks similar in size to those in the checked gingham, but in which the checks are not printed with thread perfection.

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[3] Ibid., pp. 70-75.

Demonstrate the three ways in which fabric may be made thread-perfect:

- tearing
- cutting on a woven thread
- pulling out a thread and cutting along open spaces.

Using the same lengths of fabric, demonstrate what is meant by the term grain-perfect. Show the pupils two ways to check for grain perfection:

- for large pieces, placing thread-perfect fabric along the edges of a true rectangle such as a rectangular table or a piece of newspaper
- for small pieces, placing thread-perfect fabric along the edges of a magazine, book, or T-square.

- lowering presser foot
- guiding fabric naturally, without either pushing or pulling it
- stopping needle at end of stitching line and avoiding stitching beyond edge of fabric
- raising take-up to highest point before lifting presser foot
- drawing fabric from machine
- cutting off ends of threads and disposing of them in receptacle provided at the machine. (Note: Thread ends will not be fastened in making the potholder.)

Distribute duplicated instruction sheets for making the potholder and read them with the class. (See pages 76-77 in Resource Book.)[4]

Distribute pre-torn or cut-to-size pieces of gingham and outing flannel.

Demonstrate and supervise pupil performance of the initial steps in constructing the quilted potholder:

- making fabrics thread-perfect
- making fabrics grain-perfect
- pinning flannel and gingham together in preparation for quilting.

Continue demonstrating and supervising pupil performance in succeeding construction steps. Encourage the pupils to consult the step-by-step models before asking for help from the teacher.

Make sure that the pupils understand that the primary purpose of the construction projects is to help the pupils develop ability in correct handling and use of the basic sewing tools and equipment. Pupils should also understand that the two projects (the felt accessory and the potholder) are made concurrently in order to avoid idleness while waiting to use the sewing machines—a good management practice.

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[4] Ibid., pp. 76-77.

Develop a progress chart similar to the one on pp. 83-84.[5]

Impress upon pupils the need to keep work clean and neat at all times.

Set up standards of work which can be used to measure achievement; e.g., "Every time any part of a learning activity is repeated, improvement should result." (Each row of quilting should be stitched more perfectly than the previous row.)

Encourage pupils who complete the hand-sewn project ahead of schedule to develop their skills further either by repeating the project independently or by constructing a similar project involving some variation of design or stitch.

Review with the class the need for care and repair of clothing.

Demonstrate some simple repair techniques:

- sewing on a button, snap, hook and eye
- replacing buckles, eyelets
- mending with press-on tape
- restitching ripped seams
- restitching patch pockets.

Encourage pupils to bring to class garments that are in need of repair. Decide with pupils the repairs that they are capable of making on used garments in need of repair.

Guide the pupils in the repair of these garments.

Evaluate the learnings for the unit by means of a test.

Have students display finished hand and machine projects; conduct a simple evaluation discussion.

> GENERALIZATIONS. When learning to sew, it is best to start with something easy to make.
>
> Every time any part of a learning activity is repeated, improvement should result.
>
> In using the sewing machine, control is more important than speed.
>
> With a little "know-how," anyone can keep clothing in good repair.

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[5] *Ibid*., pp. 83-84.

VOCABULARY SUGGESTIONS

UNIT III

accessory
clothing project
crewel needle
economical
equipment
evaluate
fabric
felt
gingham
grain-perfect
grooming
grooming aid
gauge
ironing
mending
new learnings
nonwoven
outing flannel
pin baste
press-on tape
pressing
quilting
rotative chart
repeat learnings
scissors
shank
shears
standards
step-by-step models
thimble
thread-perfect
wardrobe
workmanship
woven
wrist pincushion

RESOURCE MATERIALS

UNIT III

BOOKS

	A	B	C
Barclay, Marion S., and Champion, Frances Teen Guide to Homemaking	pp.259-271	pp.30-47, 104-107	pp.96-99, 259-271
Carson, Byrta H. How You Look and Dress	pp.157-170	pp.1-46	pp.171-187, 195-207, 354-366
Clayton, Nanalee Young Living	pp.215-224	pp.162-175	pp.226-229
Hatcher, Hazel M., and Andrews, Mildred E. Adventuring in Home Living Book I, rev.ed.	pp.367-368	pp.4-38, 48-66	pp.368-370, 398-410, 428-443
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking	pp.303-309	pp.16-56	pp.45-53, 309-321
McDermott, Irene E., and Nicholas, Florence W. Homemaking for Teen-Agers Book I, rev.ed.		pp.97-117	pp.341-351
FILMS			
Personal Health for Girls Coronet Films, 1952 10 min. b&w		X	
Sewing: Fundamentals Young America Films, Inc. 1948. 10 min. b&w	X		X

FILMSTRIPS

	A	B	C
"Sewing Equipment," How You Look and Dress, Teen-age Clothing Series, Set II McGraw-Hill Book Co., b&w $6.00	X		X
"Tools for Sewing," Sewing Series McGraw-Hill Book Co. b&w $4.00	X		X
FREE AND INEXPENSIVE MATERIALS			
Coats and Clark Wall Charts for Thread and Needle			X
Lever Brothers Co. Washing Your Sweaters the Professional Way (Student sheet)		X	
Singer Sewing Machine Co. Test Chart for Threading (Student test sheet)			X
Threading Chart (Wall chart and student leaflets)			X
White Sewing Machine Co. Directions for Threading White Rotary Machine (Wall chart and student leaflets)			X
Principal Parts of the White Sewing Machine (Wall chart and student leaflets)			X

PREFACE TO HOMEMAKING ONE

UNIT IV

Homemaking One, Unit IV, "Learning Some Food Facts and Fun," has been planned as an introduction to the foods aspect of homemaking. Although the joy and satisfaction of cooking are stressed, one of the main objectives is to create in the pupils an interest in correcting two of the main dietary weaknesses of their particular age level:

a poor breakfast (or no breakfast at all)

poor snack habits.

This interest is developed through introducing pupils to a daily food guide and to the preparation of some simple, nutritious foods.

By participating as a "family" member in the preparation of food, the pupil acquires beginning learnings in relationship skills as well as in manipulative and managerial skills. Laboratory procedure is introduced and practiced. Opportunities are provided for the pupil to learn what equipment to choose for a given job and how to use and care for it.

From the very beginning, stress is placed upon the development of good work habits and upon the need for establishing routines pertinent to both food preparation techniques and clean-up procedures.

Seven meal patterns have been provided in Section D of this unit. To establish an effective method for attaining the specific goals of each lesson, the following format has been adopted for each meal pattern:

THE WHAT consists of a meal pattern and a suggested menu for the activity.

THE WHY lists the New Learnings for the meal pattern--the reason for the particular lesson. Although future lessons will include some of these learnings, they are listed only the first time they are introduced to the class. It is hoped that these learnings will become a part of the student's background and that they will be developed further as the work progresses. This procedure follows the basic philosophy of progression of learnings in home economics work.

THE HOW includes the actual activities phase of each lesson. THE HOW has been subdivided into five sections:

1. Introduction provides general information background for a particular lesson.

2. Demonstration allows for time during which the New Learnings are demonstrated and stressed by the teacher.

3. Pupil Laboratory Experience is the student activity period when the New Learnings are practiced and developed by the students in a "family" situation.

4. Summarization and Evaluation is the period when the class and the teacher point up the New Learnings of the lesson and the Repeat Learnings from other lessons in the various areas. It is the time to ask, "What did we learn today?" It is also the time when the strengths and the weaknesses of the lesson are recognized.

5. Generalization is a statement, developed by the pupils and the teacher, expressing an underlying truth which has been unfolded or studied in the unit of work being considered and which is applicable to other situations of a similar nature.

UNIT IV

LEARNING SOME FOOD FACTS AND FUN

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

OUTLINE OF CONTENT

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

Scientific research has shown the need for nutrients which help the body to grow and to keep healthy and vigorous.

An adequate diet is assured if one follows a guide to good eating such as the Basic Four Food Groups chart, developed by food scientists.

Formation of good food habits and of good eating habits early in life is important and should be done conscientiously.

To be well-nourished, a person must eat a VARIETY of foods.

Research shows that, in general, teen-agers are guilty of two bad food habits—
  skipping breakfast
  selecting poor snacks.

Cooking is an art as well as a science.

A. Importance of food to health

Signs of good health
Place of food in daily living
The Basic Four Food Groups

B. Improvement of eating habits

Use of Basic Four Food Groups chart as a guide
Place of snacks in the diet
Importance of a good breakfast
Setting of some goals for personal improvement

C. Introduction to foods equipment and laboratory procedures

Unit kitchen arrangement—identification of work centers and equipment
Family group organization
Personal responsibilities
  Care of personal equipment
  Preparation for work
  Participation in activity
  Teamwork in laboratory
  Good housekeeping

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.

A. Importance of Food to Health

On the chalkboard list a number of personal characteristics, such as:

clear skin
glossy hair
listlessness
overweight
dull hair
sparkling eyes
happy disposition
underweight
stooped shoulders
erect posture
sallow complexion
irritability
dull eyes
enthusiasm
alertness

Have pupils identify those commonly associated with the healthy individual. What are some possible factors contributing to these characteristics? Consider the remaining characteristics and their possible causes. What role might be played by eating habits?

Discuss with the pupils the relationship of health and appearance to happy living.

Consider the role of food in a person's life—satisfying hunger, giving pleasure, meeting body needs.

Have pupils recall some happy experiences involving food. In what ways did the food contribute to enjoyment?

Discuss with the class why it is important for pupils to know how to prepare food.

Introduce the pocket version of the Basic Four Food Groups chart (see model)[6] as a guide to selecting the foods needed by the body to "Go! Grow! Glow!"

Prepare a bulletin board display of materials pertinent to the relationship of food to health.

GENERALIZATION. What one eats makes a difference in how one looks, feels, and acts.

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[6] *Ibid*., pp. 24-25.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Personal neatness and cleanliness as well as clean implements and clean work area are imperative when preparing food.	D. Development of ability to prepare and serve food (initial experience in food preparation)
It is the responsibility of every family member to make mealtime an enjoyable experience.	Simple, nutritious snacks Cold snacks Warm snacks Simple, nutritious breakfasts
Skills	Uncooked Cooked
The pupil should practice some basic skills through the preparation of simple foods.	Simple, nutritious lunches Packed lunch At-home lunch
Relationship skills	Nutritious, inexpensive party food Stuffed, dried fruit
The pupil should:	Cereal confections
learn to work as a member of a group	
learn some ways to have wholesome fun	
learn how to help make mealtime pleasant	
practice good citizenship in keeping eating areas free from litter.	
Managerial skills	
The pupil should:	
become familiar with the food laboratory and its various work centers	
use time schedules and work assignment charts	
practice simple time-saving and labor-saving techniques.	

B. Improvement of Eating Habits

Set up a mock cafeteria using cardboard food models. Have four pupils in turn select a breakfast, a lunch, a dinner, and a snack to represent a day's diet for a teen-ager.[7] Use the tray version of the Basic Four Food Groups chart (see model)[7] with the class to evaluate the day's diet as chosen from the "cafeteria" in relation to meeting daily body needs. How many of the requirements have been met? How many have not been met? Discuss ways of changing the selection of foods to fill any deficiencies. Note particularly the possibility of substituting a needed Basic Four food for one that did not fall into any of the four groups; for example, selecting a milk drink instead of coffee or a soft drink.

Discuss special food needs of teen-age girls.

Point out the two most serious dietary problems of teen-agers--poorly chosen snacks and omission of breakfast.

Display an assortment of snacks using the following foods and/or cardboard food models:

fruit--fresh, dried
vegetables--carrot sticks, celery, radishes
juices--vegetable, fruit
milk--beverages, desserts
cereals--ready-to-eat
sandwiches
carbonated soft drinks
candy bars
potato chips
other popular snacks.

Evaluate each snack for its nutritional content. Use the tray form of the Basic Four Food Groups chart (see model)[7] and place each snack in its appropriate area. Decide which snacks are nutritious, which can be considered ideal, and which provide only "empty calories" in terms of the following definitions:

calorie	Measure of heat or energy produced by food in the body (Extra calories are stored in the body in the form of fat.)
nutritious snacks	Foods high in food value (belonging to any of the four food groups)
"empty calories"	A term used to describe foods consisting chiefly of sugar and/or fats (not belonging to any of the Basic Four Food Groups) which provide many calories but little food value

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[7] *Ibid.*, p. 26.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT

Manipulative skills

The pupil should:

read and follow simple recipes

measure accurately

develop safe work practices

correctly serve and eat foods prepared

follow hygienic and efficient dishwashing and other kitchen clean-up procedures.

Attitudes and Appreciations

The pupil should:

become interested in and enjoy the preparation of food

recognize the importance of food to health and happiness

become aware of safety hazards connected with work in the kitchen and learn ways of eliminating them

develop an appreciation for gracious family living.

ideal snacks	Between-meal foods that (1) calm hunger pangs but do not interfere with mealtime appetite and (2) do not add too much to the caloric intake, but do add some important food values to the diet that might otherwise be inadequate for good health

Have pupils indicate whether or not they eat breakfast, by raising their hands. List the various foods eaten. Evaluate these in terms of their nutritional value.

Discuss the meaning of the word breakfast (break-fast) and consider the implications when the "fast" is not "broken" until later in the day.

Using cardboard food models, set up several adequate breakfasts on a felt board and note with class how much each contributes to daily body needs.

Consider with the class some of the implications (nutritional and social) resulting from food dislikes and narrow acquaintance with food. In contrast, consider the advantages of eating a wide variety of foods. List suggestions for learning to eat previously disliked or untried foods.

Enumerate possible reasons that pupils omit breakfast.

Divide the class into groups to work out possible solutions to food problems--skipping breakfast, eating poorly chosen snacks, eating snacks too close to mealtime, and any others. After groups report, have pupils chart individual goals and develop a check sheet for reporting progress.

GENERALIZATIONS. Between-meal snacks can be good or poor, depending upon WHAT they are and WHEN they are eaten.

Eating a good breakfast contributes to being more alert and attentive and to working more efficiently.

Learning to eat foods presently disliked or untried is important to a person's health and social graces.

C. Introduction to Foods Equipment and Laboratory Procedure

Compare working in the home kitchen with working in the school kitchen:

one or two workers at a time at home vs. four, five, or six at a time in school

more duplicate equipment in the school kitchen

work organization charts used in the laboratory to indicate who is to do which job

more than one class using the laboratory, making it imperative for each class member to leave every utensil in its designated place.

Tour the foods laboratory with pupils to learn the general location of equipment and supplies.

Show and explain the various work centers in each kitchen:

sink center	mixing center
range center	serving center

Indicate that equipment in each center has been placed for convenience and efficiency.[8]

Explain the use of identifying colors on equipment and storage areas for each center, such as:

sink—white
range—black
mixing—tan
serving—gray

Point out that each piece of equipment will carry two colored dots—one color to identify the work center to which it belongs and the other to identify the family group to which it belongs (blue, red, green, pink, yellow, orange).

Divide pupils into family groups:

grouping determined by pupil choice or teacher assignment
family names determined by color used to identify kitchen equipment
number assigned each member within the family group for use in assigning and rotating tasks.

Exhibit and explain charts and their use in assignments for food preparation and laboratory clean-up.[9]

Discuss and demonstrate, where possible, routine performances:

entering and leaving the room in correct manner
putting on working apparel and washing hands

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[8] *Ibid.*, pp. 15-18.

[9] *Ibid.*, pp. 20-22.

listening to directions before work begins
studying assignment charts for food preparation and clean-up for own family group
summarizing learnings and evaluating work at the close of the lesson.

Stress the necessity of following these routine performances in every laboratory lesson.

Explain the chart for Division of Time for Laboratory Periods (see p. 23)[10] to provide for good time management.

Cite the need to practice harmonious and co-operative teamwork within the family group.

Enumerate safety hazards in the kitchen and compile a list of safety precautions essential in the kitchen.[11]

List and display personal equipment:

suitable bib apron
hair net
potholders.

Discuss their use, care, and storage.

Emphasize the special importance of cleanliness and good grooming in the preparation of food.

GENERALIZATIONS. "A place for everything and everything in its place" is the first rule for good management in the kitchen.

It is everyone's duty to help keep the laboratory in order.

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[10] *Ibid.*, p. 23.

[11] *Ibid.*, p. 19.

D. Development of the Ability to Prepare and Serve Food
(Initial Experience in Food Preparation)

MEAL PATTERN I

The What

Nutritious snack: (cold)	Suggested menu:
Canned vegetable juice or noncarbonated fruit juice	Tomato Juice, Blended Vegetable Juice, Orange Juice, Grapefruit Juice, or Blended Fruit Juice
Crackers	Crackers

The Why

New learnings:

Arranging the equipment of the laboratory

Knowing the names and uses of a few simple kitchen utensils

Working together co-operatively, using the charts for work assignments

Assembling all supplies before beginning to prepare food

Using a tray, whenever possible, for good management

Observing the need for personal cleanliness whenever handling food

Serving a snack attractively

Using sanitary and efficient dishwashing techniques

Recognizing the place of snacks in the diet--nutritious versus "empty calorie" snacks

Using the tray model Basic Four Food Groups chart to check nutritional value of snacks.

The How

Introduction. Make clear to class that the first laboratory experience will include little, if any, food preparation or cooking because it will be necessary first to practice the routine performances discussed under Section C, "Introduction to Laboratory Procedures," and, in addition, to practice:

working in the unit kitchen as a member of the family group
assembling equipment and supplies in the kitchen
correctly serving and eating the food prepared
washing dishes and cleaning up correctly.

Have the class check suggested snacks against tray model Basic Four Food Groups chart as discussed in Section B, "Improvement in Eating Habits," to evaluate the nutritional value.

Demonstration. Demonstrate the preparation and the serving of a nutritious cold snack such as canned vegetable or fruit juice and crackers. Stress these simple but important techniques.

washing the can before opening it

using a puncture-type can opener which makes pouring from the can easy

working at work center near sink

filling glasses no more than one inch from the top

placing glasses on a tray

handling glasses without touching rims

making a snack more attractive by adding a small lemon wedge or a sprig of parsley

disposing of empty cans properly

arranging crackers on a plate at mixing center to avoid congestion and confusion in the kitchen where more than one person is working.

Teach names of kitchen utensils as they are used.

Stress the use of good management practices:

knowing who is to do what, when, and where
using a tray to carry utensils and supplies
using both hands whenever possible
assembling all supplies before beginning
selecting appropriate tools for the job
using correct techniques as demonstrated
using supplies carefully to avoid waste
following a time schedule
using family work-assignment charts.

Demonstrate a correct and attractive way to serve the snack.

Call attention to the observation of good manners in eating the snack.

Check carefully with the class to make sure that each member has learned:

from demonstration

WHAT is to be done
HOW it is to be done
WHY it is important to do
WHY it should be done this way

from work assignment charts[12]

WHO is to do each job

from the Time Schedule[13]

WHEN the job is to be done

from discussion of work centers

WHERE each job should be done.

Pupil Laboratory Experience. Conduct the pupils' laboratory experience of preparing, serving, and eating the snack as demonstrated.

Demonstrate correct dishwashing procedure—

getting dishes from eating area to sink by using tray
scraping, rinsing, and stacking dishes to the right
  of the sink as they are brought from the eating
  area
disposing of all garbage, washing dishes in hot, soapy water;
  rinsing in very hot, clear water; working from right to left
  in the following order: glassware, chinaware, cooking utensils
  and cutlery, pots and pans
draining, drying, and returning dishes to storage area;
  using tray if area is a distance from the sink
cleaning sink.

Provide a chart (See sample.)[14] for easy referral by pupils, showing the correct dishwashing procedure. Check each family group for correctness and procedure.

Summarization and Evaluation. Summarize learnings with the class in as many of the twelve areas as were integrated in this learning experience. See charts on pp. 2 and 3 of thin book.

Evaluate the lesson as to strengths and weaknesses.

Decide on points to stress during the next laboratory work.

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[12] Ibid., pp. 20-21.

[13] Ibid., p.23.

[14] Ibid., p.28.

GENERALIZATIONS. Snacks can contribute to daily food requirements.

Some fundamentals of good management are listed in the following verse by Rudyard Kipling:

> "I keep six honest serving men;
> (They taught me all I know).
> Their names are WHAT and WHY and WHEN,
> and HOW and WHERE and WHO."

The preparation and attractive serving of simple food can provide a satisfying experience for family and friends.

MEAL PATTERN II

The What

Nutritious snack: (warm)	Suggested menu:
Milk beverage	Instant Cocoa
Toast variation	*Cinnamon Toast

The Why

New learnings:

- Finding types of snacks that are nutritious
- Using either whole-grain or enriched bread
- Practice safety in using the range
- Using correct measuring equipment--measuring spoons, measuring cups
- Using correct measuring techniques for liquid and dry ingredients
- Applying low heat to milk
- Working together and sharing responsibilities and equipment
- Using and caring for some kitchen utensils and equipment including the range
- Developing a system in working.

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*Recipe cards available

The How

Introduction. List some nutritious, warm snacks that would be especially good to serve on a chilly day.

Point out the desirability of using milk snacks to help meet the quota of one quart of milk per day, recommended by nutritionists for teenagers.

Suggest preparing a warm snack of instant cocoa and cinnamon toast. Decide with the class whether or not this would qualify as a nutritious snack by determining what it contributes to the daily food requirements. To do this, have ready on a tray all ingredients for one cup of instant cocoa (to be made with milk) and for one slice of cinnamon toast. Analyze the nutritional content by placing each ingredient in its proper place on the tray model of the Basic Four Food Groups chart.[15]

Demonstrate, through the following procedures, the safe use of the range, since the surface burners and oven will be used in this lesson:

lighting and regulating surface burners
placing handles of pots and pans in a safe position
avoiding reaching across a lighted burner
airing the gas oven before lighting it
standing to the side of the gas oven when lighting it
lighting the match before turning on the gas oven if
  there is no pilot light
storing and disposing of matches safely
regulating oven temperature.

Demonstrate the correct use of the fire blanket and fire extinguisher.

Introduce the class to measuring equipment:

measuring cups—dry, liquid, fractional
measuring spoons—standard set
spatula.

Demonstrate measuring a liquid ingredient (milk) and a dry ingredient (instant cocoa).

Demonstration. Demonstrate preparing the warm snack of instant cocoa and cinnamon toast, emphasizing both the managerial and the manipulative skills, as well as the cooking principles involved:

planning order of work to insure both foods being ready to
  serve simultaneously
selecting the best tools for each job
heating milk over low flame to prevent scorching
recognizing scalding point of milk

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[15] *Ibid.*, p. 26.

toasting a single slice of bread in a toaster, or using broiler for toasting bread if larger amount of toast is required, while milk heats
spreading toast with softened butter or margarine and sprinkling with mixture of sugar and cinnamon
placing cinnamon toast in warmed oven (heat turned off) to melt cinnamon mixture, while cocoa is being prepared
pouring scalded milk into cup containing the instant cocoa and blending it with spoon
soaking saucepan in cold water immediately
cutting toast into strips or points, using cutting board and bread knife
arranging the cup of cocoa and the cinnamon toast attractively on a plate.

Enumerate good manners to observe in eating the snack.

Show possible ways of serving the snack to a group--lap service, table service--and point out advantages of each.

Check carefully with the class to make sure pupils understand the WHAT, the HOW, and the WHY of the lesson.

Study work assignment and time charts and consider best work area for each job to be done.

Pupil Laboratory Experience. Conduct the pupils' laboratory experience of preparing, serving, and eating the snack as demonstrated.

Demonstrate new clean-up responsibilities:

range
counter tops
table tops
floor

Observe the dishwashing and clean-up procedure in each family group and make suggestions where needed.

Summarization and Evaluation. Summarize learnings in this laboratory experience under as many of the twelve areas (see pp. 2,3) as were included and evaluate the work.

Point out that, as in any skill, PRACTICE is necessary to develop ability; therefore, it is desirable and important that laboratory experiences be practiced at home.

GENERALIZATIONS. Foods like milk furnish calories plus nutrients to the body, while foods like some candy and soft drinks furnish only calories.

Milk cookery should be done at a low temperature.

Using the right utensil makes the job easier and more satisfying and gives a better product.

Much time and energy are saved when cooking utensils are soaked or rinsed immediately after using.

In a laboratory lesson, careful clean-up is just as important as the preparation and serving of food.

Doing anything well requires practice.

MEAL PATTERN III

The What

Simple breakfast: (uncooked)	Suggested menu:
Canned fruit	Canned Citrus Fruit
Ready-to-eat cereal	Ready-to-Eat Cereal
Beverage	Milk

The Why

New learnings:

- Recognizing parts of a basic breakfast pattern
- Comparing sugared and unsugared ready-to-eat cereals as to cost and sugar content
- Comparing cost of family-sized versus individual-sized packages of ready-to-eat cereal
- Opening and closing packages carefully to maintain freshness of product
- Preparing a nutritionally adequate breakfast in a very short period of time, in which no cooking is necessary
- Realizing importance of good table manners at mealtime.

The How

Introduction. Discuss with pupils the progress being made on development of better breakfast habits.

Have pupils who have reported progress tell the class the methods they have used to help them in their endeavor.

Give a basic breakfast pattern, such as:

fruit
cereal
milk beverage.

Consider the simplest breakfast, based on this pattern, that a person might prepare from the standpoint of skill, time, and effort; for example, canned citrus fruit, ready-to-eat cereals and milk.

Check the Basic Four Food Groups chart to note the contribution this breakfast would make to the daily food requirements.

Discuss reasons for using unsugared cereal rather than sugar-coated cereals:

higher cost of sugar-coated cereals
sugar in excess of amount usually used by children on
unsugared cereals.

Compare the cost per serving of individual-sized packages of cereal and a family-sized package.

Demonstration. Demonstrate the preparation of the breakfast of canned citrus fruit, ready to eat cereal, and milk, stressing preparation techniques and the proper storage of food:

placing washed can of fruit in refrigerator to chill before opening
using a wall-type can opener
assembling fruit dishes on a tray
using large spoon for easy dishing of fruit
placing unused fruit in covered container in refrigerator
opening the cereal package carefully to maintain protective wrapping for future storage
carefully filling cereal bowls no more than one inch from top
closing wrapping on cereal box tightly and returning it to storage cupboard
pouring out required amount of milk for cereal and beverage and returning bottle or carton to the refrigerator.

Set a sample cover for this menu.

Discuss and demonstrate good table etiquette, stressing:

- removing aprons and nets before coming to the table
- following correct seating procedure
- giving thanks at mealtime
- using correct posture at the table
- using napkin properly
- using tableware correctly
- passing food correctly
- practicing acceptable table conversation.

Pupil Laboratory Experience. Guide the pupils' laboratory experience of preparing, serving, and eating the simple breakfast as demonstrated. Check carefully to see that good clean-up procedure is being developed.

Summarization and Evaluation. Summarize the learnings of this laboratory lesson and evaluate the work, paying special attention to the work habits being developed.

GENERALIZATIONS. A good breakfast not only tastes good; it is good for you.

An adequate, nutritious breakfast can be prepared in a very short time.

A good breakfast can be inexpensive.

MEAL PATTERN IV

The What

Simple breakfast: (cooked)	Suggested menu:
Fresh fruit	*Fresh Citrus Fruit
Egg	*Soft-Cooked Egg
Bread	Toast and Butter or Margarine
Milk beverage	*Cocoa (made from cocoa sirup prepared by teacher in demonstration)

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*Recipe cards available

The Why

New learnings:

Realizing the need for thoroughly mixing the cocoa with the sugar to separate the starch granules in the cocoa to prevent lumping

Recognizing the need for thorough cooking of starch to develop flavor

Comparing the cost of cocoa made from homemade cocoa syrup with commercial instant cocoa

Learning characteristics of good quality citrus fruits

Using a sharp knife and a cutting board to prepare fresh fruit correctly

Disposing of fruit peelings properly

Arranging fruit attractively for serving

Taking care of fresh eggs

Starting cold eggs in cold water to minimize chances of cracking egg shell

Observing basic principles of egg cookery (low temperature and accurate timing)

Managing time to guarantee serving of food at desired temperature.

The How

Introduction. Check on the pupils' progress in continuing to develop the habit of eating a good breakfast.

Present the basic breakfast pattern—fresh fruit, egg, bread with butter or margarine, and a milk beverage.

Suggest a menu built on this pattern, such as sliced orange, soft-cooked egg, toast with butter or margarine, and cocoa.

Check this planned breakfast against the Basic Four Food Groups chart (see model)[16] to see how many of the four food groups are represented; point out how much this breakfast contributed to the day's food requirements.

Review learnings of the previous lessons that would be pertinent to this breakfast project.

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[16] Ibid., pp. 24-26.

Name citrus fruits that are commonly used for breakfast.

Discuss characteristics by which the quality of citrus fruits may be judged and have samples of good and poor quality fruit to demonstrate these points:

firmness as indicative of degree of ripeness
weight as indication of amount of juice contained.

Show the two general types of oranges the pupils should learn to recognize and point out characteristics of each:

"juice" orange, commonly called Florida orange
"eating" orange or navel orange.

Discuss the care of fresh eggs.

Discuss the cooking of whole eggs in water. Show how to recognize boiling point and simmering point of water.

Encourage the pupils to try foods that they have never tasted but that they think they might not like.

Demonstrate the making of cocoa sirup and the storing of it in the refrigerator (to be used in the Demonstration and Pupil Laboratory Experience to follow).

Demonstration. Demonstrate the preparation of the breakfast of sliced orange, soft-cooked egg, toast, and cocoa made from cocoa sirup previously prepared. During this demonstration, stress the following:

preparing food in a sequential order that is considered good from the managerial standpoint
washing fruit before cutting to avoid contamination from fruit sprays
using a cutting board for personal safety and protection of working surfaces
using a sharp knife correctly to retain the juice in the fruit
arranging fruit attractively for serving
observing safety precautions when working at the range
removing only the required number of eggs from the refrigerator
starting cold eggs in cold water to reduce possibility of cracking the shell
following the rules for egg cookery (low temperature and accurate timing)
using proper equipment for safe removal of cooked egg from hot water
using cocoa sirup (which was prepared at a previous demonstration and stored in the refrigerator) as a timesaver in the making of cocoa
disposing of garbage properly.

Set a sample cover for this menu and show the correct serving of the breakfast.

Discuss table manners for the breakfast table. Stress keeping mouth closed while chewing and talking only when mouth is empty.

Check work charts carefully with the class to make sure that each pupil knows exactly WHAT she is to do and WHEN. Determine the specific work area for each preparation task so that each pupil will know WHERE she is to work.

Pupil Laboratory Experience. Guide the pupils in preparing, serving, and eating this breakfast. Stress preparing the breakfast as quickly as possible, following the time schedule (see p. 23 for sample),[17] and then serving immediately, so that hot foods may be eaten hot and cold foods may be eaten cold.

Summarization and Evaluation. Summarize the new learnings and the repeated learnings of this lesson with the class.

Evaluate pupil performance with the class in the light of progress being made in manipulative, managerial, and relationship skills.

GENERALIZATIONS. Accurate measurements result in a better product and prevent waste.

Eggs should be cooked at low temperature.

Preparing a meal according to a well-planned time schedule helps ensure serving hot foods hot and cold foods cold at the specified time.

MEAL PATTERN V

The What

Simple lunch: (packed)	Suggested menu:
Sandwich	Peanut Butter and Jelly Sandwich (made with whole grain or enriched bread
Vegetable relish	Celery Sticks

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[17] Ibid., p. 23.

Cookies	Cookies (either purchased or made from a mix in a previous lesson)
Fresh fruit	Apple
Beverage	Milk

The Why

New learnings:

Learning the "Something" pattern for a packed lunch—

- Something hearty (sandwiches)
- Something crisp or juicy (fruits or vegetables or both)
- Something toothsome (cup cakes or cookies)
- Something drinkable (beverage of milk, juice, or soup)
- Something surprising, occasionally (raisins, dates)

Recognizing sandwich fillings that are nutritious

Using a cutting board for safety and good management practices

Doing the same operation in orderly sequence, when preparing more than one sandwich, to save time and energy

Packing lunches correctly to keep food fresh, clean, and appetizing

Observing correct lunchroom manners

Assuming responsibility of good citizens by disposing of waste properly when finished eating (lunchroom or picnic grounds)

Disposing of garbage properly.

The How

Introduction. List, with the class, occasions on which one would pack a lunch—to carry to school or work, a picnic, an auto or boat trip, a field trip.

Discuss types of sandwiches that are favorites with teen-agers and list varieties of breads and fillings that can be included.

Check the nutritional value of various sandwiches on the Basic Four Food Groups chart.[18]

List various fillings that do not require refrigeration and therefore can be packed safely.

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[18] *Ibid.*, pp. 24-26.

Discuss the characteristics of a well-made sandwich.

Discuss types of wholesome beverages suitable for a packed lunch.

beverages that can be carried from home
beverages that can be purchased.

Discuss methods of preserving freshness and appearance of a packed lunch:

protective wrappings for food
containers for beverages
bag or box for carrying
method of packing items in lunch.

Stress special precaution for meticulous personal cleanliness and cleanliness of equipment when preparing packed lunches to prevent food spoilage.

Plan a packed lunch that would follow the "Something" pattern, such as a sandwich, celery sticks, cookies, fresh fruit, and milk.

Demonstrate making cookies from a packaged mix or a refrigerated roll and storing (to be used in the Demonstration and Pupil Laboratory Experience to follow).

Demonstration. Demonstrate the preparation of the packed lunch of a sandwich, celery sticks, cookies, fruit, and milk. During this demonstration, alert the pupils to new management techniques as they occur:

assembling proper equipment—cutting board, sharp knife, table knife or spatula, wrapping materials
using good procedure for sandwich making—having bread one day old, slices matching; spreading softened butter evenly over bread to prevent filling from soaking into bread; performing the same operation upon all sandwiches at one time
preparing desired filling or using commercial filling
cutting the sandwich correctly and safely
wrapping each sandwich individually with double-fold wrap
washing the celery in cold water
using a paring knife to scrape celery, if necessary
cutting celery into strips of uniform size
wrapping cookies
washing and drying fresh fruit before wrapping
pouring beverage into vacuum bottle to maintain temperature
packing lunch—examining type of containers such as bag, lunch box, or candy box; placing heavy items at bottom of container; adding two paper napkins to use for place mat and wiping of fingers.

Talk about manners that will contribute to a pleasant relationship with others in group in the less formal "picnic" atmosphere.

Conduct a class discussion regarding proper disposal of lunch wrapping and care of lunch and picnic areas. Stress this as being a part of good citizenship.

Pupil Laboratory Experience. Guide the class in the laboratory experience of preparing, serving, and eating the packed lunch as demonstrated.

Review safe handling of sharp implements in dishwashing.

Summarization and Evaluation. Summarize with the class the learnings of this lesson stressing:

food values of items in the meal
precautions used to guarantee cleanliness and freshness of food
management techniques observed
good citizenship practices regarding cleaning of the lunch area.

Evaluate the class performance. Have each pupil look critically at her own work and evaluate her progress in terms of class goals.

GENERALIZATIONS. Packed lunches, when properly planned, help meet the daily food requirements.

When making sandwiches, time can be saved if the same operation is performed on all the sandwiches at the same time.

Packed sandwiches should be made of fillings that do not require refrigeration.

Fresh, crisp vegetables add color, texture, moisture, and food value to a packed lunch.

MEAL PATTERN VI

The What

Simple lunch: (at home)	Suggested menu:
Grilled open-face protein sandwich	*Open-Face Grilled Cheese Sandwich (prepared in broiler)

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*Recipe cards available

Vegetable relish	Carrot and Celery Sticks
Fruit juice	Fruit Juice (fresh, frozen, or canned)

The Why

New learnings:

Knowing characteristics of vegetables appropriate for relishes

Storing crisp vegetables correctly

Observing safe practices in preparing vegetable relishes

Using aluminum foil under sandwiches on cooky sheet to protect cooky sheet surface and facilitate cleanup

Learning principle of broiler cookery (Cooking temperature is controlled by distance food is placed from heat.)

Learning principle of cheese and other protein cookery (low temperature and careful timing).

The How

Introduction. Discuss the value of a nutritious lunch in the whole day's food plan.

Suggest a menu for an at-home lunch based on the suggested pattern included in Meal Pattern V — open-face grilled cheese sandwich, raw vegetable relish, and fruit juice.

Check menu with Basic Four Food Groups chart (see models)[19] and determine the food value of this lunch.

Introduce the rule of low temperature for cheese cookery.

Stress that low cooking temperature and careful watching are of utmost importance in the broiling of the cheese sandwich.

Point out to the pupils that cooking temperature in the broiler is controlled by the distance the food is placed from the source of heat. Determine the correct broiler position for low cooking temperature for the cheese sandwich.

Review management principles from previous lessons that will enable pupils to serve all foods at desirable eating temperatures at the specified time.

Decide the order in which the food should be prepared from a managerial standpoint.

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[19] Ibid.

Discuss new safety practices for this lesson for both personal safety and proper care of the laboratory:

- **handling hot cooky sheet with two potholders when broiling sandwiches**
- **placing the hot cooky sheet on a metal cake rack to protect work surfaces**
- **removing the hot sandwiches from the cooky sheet with a pancake turner.**

Discuss with the class the value of placing a small piece of aluminum foil on the cooky sheet under the sandwiches to catch drippings of cheese and to facilitate cleaning of cooky sheets.

Determine with the class whether the cost of the foil is worth the time and labor saved in cleaning the cooky sheet and the preservation of its surface finish.

Decide which vegetable relishes would be suitable for this menu.

List the desirable characteristics of vegetables that are used for raw vegetable relishes. Call attention to the correct storage of fresh vegetables to prevent deterioration and to maintain crispness.

Identify relishes as finger foods and discuss the correct way of eating such foods. Stress making a selection from the relish tray without long hesitation and eating raw vegetables without making excessive noise.

Determine whether time allotment of class period will permit preparation of fresh fruit juice; if so, choose what it shall be. If sufficient time is not available, choose a canned fruit juice that would be suitable for the menu.

Demonstration. Demonstrate the preparation of this menu of open-face grilled cheese sandwich, raw vegetable relish, and fruit juice, stressing the following points:

- **assembling equipment for the preparation of relishes—cutting board, sharp knives**
- **washing vegetables in cold water**
- **using a stiff vegetable brush to clean vegetables thoroughly**
- **peeling vegetables onto paper**
- **cutting vegetables into uniform, desired sizes**
- **arranging vegetables attractively for serving**
- **returning prepared vegetables to refrigerator to keep them cold and crisp**
- **disposing of peelings correctly**
- **preparing fresh fruit juice, observing rules for correct handling of fresh fruit, or reconstituting frozen juice**
- **returning prepared juice to refrigerator**

preheating broiler, if gas range is used, and observing
safety rules for lighting broiler
toasting bread in toaster or broiler
spreading toast to the edges with softened butter
placing slices of cheese on buttered toast
putting piece of aluminum foil under sandwich on
cooky sheet
placing cooky sheet containing sandwich under broiler
at desired level
watching carefully and broiling sandwich only until
cheese melts
removing sandwich from broiler, observing safety
precautions
cutting sandwich into attractive pieces
serving immediately.

Have a sample cover set for this menu, using only the necessary pieces of china, glassware, and silver.

Pupil Laboratory Experience. Supervise the pupils in the preparation, serving, and eating of the luncheon as demonstrated.

Observe table manners and note whether there has been progress in such matters as:

correct handling of silverware
correct passing of food
polite, relaxed conversation.

Suggest possible variations of the menu that the pupils might like to try at home, such as placing a slice of tomato or pre-cooked ham on top of the cheese before broiling.

Summarization and Evaluation. Summarize the learnings of the lesson with the class.

Guide the pupils in a careful evaluation of their work during the laboratory period.

GENERALIZATIONS. Cheese should be cooked at a low temperature.

Vegetable relishes should be served cold and crisp.

MEAL PATTERN VII

The What

Nutritious and inexpensive party foods: Suggested menu:

Cereal confections or	*Crunch Bars or
Stuffed dried fruit	*Stuffed Dried Fruits

The Why

New learnings:

Using a double boiler for cooking foods that require a low temperature

Using wholesome, nutritious ingredients for confections

Learning the proper time to eat sweets.

The How

General Introduction. Call attention to the part food plays in hospitality and discuss simple refreshments that teen-agers might enjoy.

Discuss foods that satisfy a "sweet tooth."

Name some foods that are sweet and satisfying, as well as nutritious.

Explain the place of candy and sweets in our diet as a source of quick energy and review the proper time for eating them.

CEREAL CONFECTIONS

Introduction. Suggest a few nutritious party foods, using cereal as a basic ingredient.

Define the term cereal confections.

Select a recipe for a cereal confection to prepare for demonstration, such as "Cooky Crunch Bars."

Analyze the nutritive value of the various ingredients by finding their places on the Basic Four Food Groups chart.[20]

Compare the nutritive value of other confections, such as fudge or taffy, and stuffed dried fruits by placing the component ingredients of each on the Basic Four Food Groups chart. Have the pupils determine whether

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*Recipe cards available

[20] Ibid.

the candies or the dried fruit and cereal confections contribute more to the daily food requirement. Which group of sweets contributes more to the "empty calorie" section of the chart?

Introduce the time-saving method for measuring butter or margarine. Since one stick of butter or margarine equals one-half cup, the one-fourth cup required in the recipe can be easily measured by cutting the stick in half.

Discuss the use of a double boiler for cooking foods which require a low cooking temperature.

Demonstration. Demonstrate the preparation of a cereal confection, such as "Cooky Crunch Bars," stressing the importance of repeated learnings from previous lessons and techniques new to the pupils:

arranging and organizing required supplies and equipment
greasing a bowl and pan lightly
measuring required amount of cereal and placing in buttered bowl
putting correct amount of water in lower part of double boiler, suggesting that hot water will save time cutting marshmallows into small pieces for more rapid melting, using clean scissors or a sharp knife dipped in cold water
melting ingredients in top of double boiler
pouring marshmallow mixture over cereal in bowl
pressing mixture into buttered pan
cooling mixture until firm
cutting confection into pieces of desired size.

Invite the pupils to a "tasting party," where the confection is passed on a plate.

Discuss variations of the recipe, such as adding colored cherries or nuts or using skewer sticks to make lollipops.

Pupil Laboratory Experience. Conduct a laboratory lesson in which pupils prepare this party fare. Have several family groups prepare variations of the basic recipe.

Summarization and Evaluation. Summarize learnings and evaluate the lesson with the class.

STUFFED DRIED FRUITS

Introduction. Point out that dried fruits make delicious sweets either in their natural state or stuffed.

List varieties of dried fruits and suggest fillings that may be used for stuffing—nuts, cheese, or peanut butter.

Analyze the nutritional value of the various dried fruits and stuffings by checking them on the Basic Four Food Groups chart.

Relate this lesson to the packed-lunch lesson by suggesting the use of stuffed dried fruit as a wholesome addition to the lunchbox for the "surprise."

Demonstration. Demonstrate the preparation of stuffed dried fruits, stressing:

assembling proper ingredients and equipment
cutting dates or prunes lengthwise, using sharp knife and cutting board safely
removing pits
inserting fillings of nuts, peanut butter, or cream cheese
rolling fruit in sugar if filled with nuts or peanut butter
disposing of pits properly
using cream cheese between two sections of dried apricots or dried figs
arranging fruit attractively for party serving
having a piece of damp paper toweling kept at the work area for removing stickiness from fingers while preparing fruit.

Conduct a "tasting party," stressing good manners in passing and taking this type of food.

Pupil Laboratory Experience. Guide a laboratory lesson on the preparation and serving of stuffed dried fruits as a nutritious party fare.

Summarization and Evaluation. Summarize the learnings of this lesson with the class.

Evaluate with the class their success in preparing party foods.

GENERALIZATIONS. Confections can be nutritious, inexpensive, and fun to make.

Foods requiring a low cooking temperature may be cooked over water in a double boiler, thus eliminating constant watching.

Because this is the last lesson in the unit, it is the opportune time to lead the pupils in a self-evaluation of their real learnings. These would be indicated by improved breakfast and snack habits and in finding enjoyment in preparing simple foods.

VOCABULARY SUGGESTIONS

UNIT IV

balanced diet
Basic Four Food Groups
beverage
broiler
confection
cover
diet
double boiler
"empty calories"
food models
good citizenship
hard-cooked
hospitality
ingredients
meal pattern
menu
nutrition
nutritious
paring
peelings
pits
principles
procedure
relishes
simmer
snack
soft-cooked
spatula
summarize
standard measuring cups
standard measuring spoons
surface burner
texture
unit kitchen
utensil
variations
wholesome

TEACHER'S NOTES

RESOURCE MATERIALS

UNIT IV

BOOKS

	A	B	C	D
Allen, Betty, and Briggs, Mitchell Mind Your Manners				III[ƒ] pp.65-69
Barclay, Marion S., and Champion, Frances Teen Guide to Homemaking		pp.48-50	pp.230-234. 248-251, 253-254; 256-257, 298-299	I pp.60-61 V 61-65
Better Homes and Gardens Junior Cook Book			pp.8-9	II pp.6-7 VII 76-77
Clayton, Nanalee Young Living	pp.74-80	pp.82-89, 90-92	pp.116-119,	I pp.90-92 II 120-121 III 106, 108-110 V 103-105, 131-133
Duffie, Mary So—You Are Ready to Cook		pp.11-14	pp.10; 15-19, 21	I pp.19-20 II 7-9 III 22-24, 27-28, 32-34, 50 IV 36-40, 65, 67 V 71-72, 78-80 VI 37, 99-100 VII 52,173

[ƒ] This column shows numbers for Meal Pattern.

	A	B	C	D	
General Mills Betty Crocker's Cook Book for Boys and Girls			pp.179, 182-183	II/ III IV VII	pp. 181 90-91, 102, 118-119 96 56-57
Hatcher, Hazel M., and Andrews, Mildred E. Adventuring in Home Living Book I, rev. ed.			pp.143, 152-160	III IV VII	pp.147 126 249
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking		pp.215-216	pp.138-140, 190-192, 197-204	I II III V VII	pp.117-121, 224-225 193-196, 206-207 209-213 254-263 222,262
McDermott, Irene E., and Nicholas, Florence W. Homemaking for Teen-Agers Book I, rev. ed.	pp.173-175	pp.176-177, 239-241, 244-247	pp.178,179	II III IV V VII	pp.182-183, 185-186, 188-189 243 185, 275-277, 294-296 251-254, 256-258 328
Wieland, Lauretta L. At Work in the Kitchen			pp.17-22, 31-33, 39	I II VI VII	pp.34-38, 60-61 41,46-48, 68-71, 74-75 73 79

/This column shows numbers for Meal Pattern.

FILMS

	A	B	C	D
Cooking: Kitchen Safety Young America Films, 1949 10 min. b&w (X-C-66)			X	
Good Table Manners Coronet, 1951 10 min. b&w (X-G-50)				X
FREE AND INEXPENSIVE MATERIALS				
American Institute of Baking The Pack-It Meal (Leaflet)				V[†] X
Kellogg Company How to Give a Food Demonstration (Leaflet for teacher reference)				X
Marshmallow Crispy Treats (Leaflet)				VII X
Sweet Treats (Leaflet)				VII X
National Dairy Council Food Models, (Colored, cardboard punchouts)	X	X		X
The Four Food Groups (Wall chart and notebook sheets)	X	X		X
A Guide to Good Eating (Wall chart and 4"x6½" student charts)	X	X		X

[†] This column shows numbers for Meal Patterns.

	A	B	C	D
Rubbermaid Houseware How to Save 30 Minutes a Day (Leaflet)			X	X
Sunkist Growers How to Un-Zip an Orange (Leaflet)				IV[†] X

[†] This column shows numbers for Meal Pattern.

OVERVIEW OF SEMESTER'S WORK

HOMEMAKING TWO - FOODS

Homemaking Two is designed to instruct the pupils in managerial, manipulative, and relationship skills, as well as in basic principles and techniques of cookery necessary for them to assist effectively in the planning, buying, preparing, and serving of family meals that are attractive, palatable, and nutritious. Making mealtime an enjoyable experience is an important consideration throughout the course.

Homemaking Two has been built around the Basic Four Food Groups:

the Milk Group
the Fruit and Vegetable Group
the Bread and Cereal Group
the Meat Group.

An additional unit on Special Occasion Foods has been included as a summation of the semester's work to add emphasis to the correlation that exists between food and social relationships and to demonstrate that the foods for entertaining can be as nutritious as the foods for the daily meals.

The course on the Basic Four Food Groups has been constructed so that the major emphasis in nutrition will be on a particular food group during that unit. It is hoped that, by emphasizing one food group at a time, the pupils will become thoroughly informed of the content in that group, the number of servings required daily, and the various ways in which these foods may be included in the total day's meals and snacks. This approach also provides opportunity to emphasize:

tips for buying foods from each of the four groups, considering quality, variety, and economy

principles of cookery and methods of preparation pertinent to each food group

proper care and storage to maintain nutritive value, quality, and freshness characteristic to that food group.

During the semester, management techniques are stressed through the wise use of time, energy, and materials. Proper serving of food and correct table manners also receive major consideration.

Continuous emphasis must be placed on the need for incorporating the learnings into daily living, and frequent checks should be made of current eating habits of the students.

TEACHER'S NOTES

THE HOW
for
HOMEMAKING TWO

In Homemaking One, Unit IV, under Section D, THE WHAT, THE WHY, and THE HOW were given for each suggested meal pattern.

In Homemaking Two, THE WHAT and THE WHY are given for each meal pattern while a general HOW that can be adapted to all meal patterns is here presented.

It is of utmost importance that the teacher thoroughly familiarize herself with Homemaking One, Unit IV, as well as Homemaking Two. It is also of utmost importance that she ascertain the background of her group and then begin the semester's work at the appropriate level. There must be a meeting of the minds between the pupils and the teacher before she can lead them through a successful journey of the semeter's work.

The degree of difficulty of preparing a meal depends upon the complexity of the manipulative and managerial skills involved in the foods being prepared rather than upon the particular meal of the day being prepared. With these factors in mind, all the various meals of the day are included in Homemaking Two, but close attention has been given to the level of difficulty of the various dishes suggested in each pattern. In choosing recipes, attention has been given to the number of steps and the complexity of the processes involved.

Stress the fact that there are three parts to every task:

the preparation
the task itself
the clean-up.

The necessary elements of each of the three parts must be clearly defined and considered as pertains to the preparation of food, such as:

Preparation includes having a definite plan, getting out necessary equipment and supplies, and making any other preliminary preparations.

The task itself includes carrying out the plans, using good work habits and principles of cookery in preparing the food.

The clean-up includes following an organized procedure of work so that all phases of the clean-up will be completed, meeting a high standard of sanitation and leaving the work areas in perfect order with all equipment cared for properly.

As in Homemaking One, the teacher should demonstrate all new learnings (see pp. 58-66 in this book).

Practice lessons, where all the pupils prepare the same dish, should be provided where necessary. The number of practice lessons will be determined by the needs of the group, their former experiences in and out of school, and the degree of difficulty of the procedures involved. Through practice lessons, each family member personally learns how to apply the menu being prepared by the whole group in a later lesson. By means of demonstrations and the practice lessons every pupil, at some time, either will have prepared of will have watched the preparation of the various parts making up the meal under consideration.

Before the pupil laboratory experience begins be sure that each class member knows:

WHAT she is going to do	(The activity)
HOW she is going to do it	(Demonstration and discussion)
WHY it is important to do it	(Critical thinking)
WHY it is important to do it this way	(Critical thinking)
WHO will do it	(Division of work)
WHERE it will be best done	(Work area)
WHEN it will be done	(Time schedule)

At the end of the pupil laboratory experience, be sure to summarize and evaluate the work:

Pupils--
- What did we learn today?
- Which things did we do well?
- Where do we need to improve?

Teacher--
- Were today's goals worth the time, money, and effort?
- Was the lesson really important? Why?
- Were the goals reached?
- What were the good points of the lesson?
- What were the weak points? How could they be improved?

To be effective, the basic facts underlying a specific lesson should culminate in generalizations which pupils, according to the degree of their ability, should be able to apply to new situations as they arise. Generalizations, as well as the new learnings given below each lesson, are not complete for each meal pattern. They are offered as suggestions to stimulate the thinking of the teacher and the class in recognizing other new learnings and generalizations. Whenever learnings from previous lessons are applicable, these should be stressed and identified as repeat learnings.

Each teacher must adapt the suggested lessons to her school situation. In planning the individual lessons, each teacher should consider:

the background, ability, needs, and interests of
the particular class

community food practices

the size and organization of the homemaking department

the amount of time available per class

the amount of money available.

The six units that follow include more suggestions than can be accomplished in one semester in most cases. The teacher must select work according to the five criteria just listed but she must be certain to include work from all four food groups in her semester's plan.

When formulating plans, the teacher should consider that in each unit the Suggested Learning Experiences under A--"Important Aspects to Be Developed during the Unit" will provide material chiefly for discussion. The New Learnings stated under The Why for each pattern under B--"Suggested Approaches to Development of the Unit" will provide material chiefly for demonstration and practice lessons.

ILLUSTRATIVE PLANS FOR DEVELOPING A MEAL PATTERN

The two following plans are merely suggested. Each teacher is encouraged to use her own ideas to complete a particular lesson. The two plans have been organized for the maximum time allotment of two double periods and one single period weekly. Each teacher will need to adjust the demonstrations, practice lessons, and meal lesson according to time allotment of the school.

Note the related study of nutrition, buying, cost, storage, principles of cookery, and serving that are included in the plans.

ILLUSTRATIVE PLAN

MILK GROUP
MEAL PATTERN I

MENU
Milk Drink
Slice-and-Bake Cookies

DISCUSSION*	DEMONSTRATION	PRACTICE LESSON	SERVING LESSON
Discuss: the importance of milk in the teen-age diet			
the amount of milk required daily by the teen-ager			
ways in which milk can be included in the daily diet			
types of milk and milk products available	Display the various types of milk and milk products.		
comparison of cost per quart of various types of milk.			
Discuss: possible variations of milk drinks			
desirability of adding a flavor to a milk whether using a type of milk other than fresh milk or to make the flavor more desirable for someone not caring for milk.	Demonstrate the slicing of a commercial, refrigerated cookie. While cookies are baking, demonstrate a variety of milk drinks using several types of milk and flavorings.		

Summarize the learnings. Evaluate the lesson. Develop generalizations pertinent to the learning of these lessons.		Have each member within the family groups take a turn slicing several cookies. Have each family bake the cookies as a group. While cookies are baking, have each member within a family group prepare a milk drink.	Serve the milk drink and cookies.

This plan has a total of:

3 discussions
2 demonstrations
1 practice lesson
1 serving lesson.

Sometimes these various phases are integral parts of one lesson. At times, discussion and demonstration are carried on simultaneously; at other times, a demonstration and practice lesson may be part of the same lesson. Therefore, each phase does not indicate a separate lesson.

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*Based on reading materials, films, filmstrips, and charts.

ILLUSTRATIVE PLAN

BREAD AND CEREAL GROUP
MEAL PATTERN II

MENU
Fresh Sliced Orange
Cream of Wheat or Oatmeal
Cinnamon Muffin or Cinnamon
Toast
Milk

DISCUSSION*	DEMONSTRATION	PRACTICE LESSON	SERVING LESSON
Recall the parts of a basic breakfast pattern.			
Review the importance of breakfast, especially in a teen-ager's diet.			
Determine the food groups represented in the menu, using the Basic Four Food Groups Chart.			
Review the importance of fruit in the daily diet.	(This portion of the plan would be omitted if previous classwork included patterns requiring the preparation of citrus fruit.)		
	Display juice oranges and eating oranges, noting differences in skin, weight, and other physical characteristics.	Have pupils prepare sliced oranges and cinnamon toast.	Serve: sliced oranges cinnamon toast milk
	Demonstrate the preparation of sliced oranges, stressing safety, sanitation, and principles related to preparation of fresh fruit.		
	Demonstrate the preparation of cinnamon toast (if not prepared before).		

Discuss: the use of commercial mixes to shorten preparation time of a breakfast quick bread	Display several kinds of muffin mixes.		
comparison of cost of and equipment needed for preparing muffins from recipe and preparing muffins from a commercial mix	Show display of supplies and equipment needed for: muffins from recipe vs. muffins from a mix.		
use of various toppings for muffins.			
Review principles of: mixing muffins greasing pans filling muffin pans.	Demonstrate making muffin variations from a commercial muffin mix using various toppings. Evaluate.		
		Have two family members work together to prepare muffins from a commercial mix using cinnamon topping. Evaluate.	Serve: cinnamon muffins milk.
Discuss: the high energy value and relative low cost of cereal foods			
the need for proper storage of cereals and opening containers to maintain protective wrapping when given.			
Review the principles of starch cookery.			

DISCUSSION*	DEMONSTRATION	PRACTICE LESSON	SERVING LESSON
Discuss: ways of making cereal more appealing to teen-agers the value of soaking the cereal pan in cold water immediately after cooking.	Demonstrate the preparation of quick and longer cooking cereals; include the additions of fruits and/or spices to increase appetite appeal.		
		Prepare cooked cereal (It may be necessary to have two pupils work together).	Serve cereal with milk.
Plan the time management for preparation of the entire meal. List equipment required for each family group to prepare the meal. Plan menus for the other two meals of the day and the snacks that would complete the minimum daily requirements of the four food groups. Check against the Basic Four Food Groups chart.			

Evaluate lesson from the standpoint of time management, group co-operation, and success of the finished products. Summarize the learnings.			Prepare and serve the entire meal
Develop generalizations pertinent to the learnings of the meal pattern.			

This plan has a total of:

5 discussions
2 or 3 demonstrations
2 or 3 practice lessons
2 or 3 serving lessons.

Sometimes these various phases are integrated parts of one lesson. At times, discussion and demonstration are carried on simultaneously; at other times, a demonstration and practice lesson may be part of the same lesson. Therefore, each phase does not indicate a separate lesson.

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*Based on reading materials, films, filmstrips, and charts.

UNIT I

GETTING READY FOR HOMEMAKING TWO

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Information and Knowledge	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings	A. Orientation
The pupil should understand that:	Organization of family groups
Personal cleanliness is an essential factor in food preparation.	Progression of learning from Homemaking One to Homemaking Two
Preservation of personal and family health and safety are important considerations when preparing food.	Review of previous learnings Proper laboratory dress Routine care of laboratory Equipment and techniques for measuring
The arrangement of equipment into work centers affects the efficiency of the work.	Recipe review Basic Four Food Groups
Care of equipment is the responsibility of each family member.	B. Relationship of daily diet to good health
	Effect of food on health
Some recipes require more skill than others.	Definition of nutrition
The study of food and its preparation is based upon a progression of learnings proceeding from the simple to the complex.	Definition of diet Daily food requirements

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.

A. Orientation

Organize the class into family groups using one of the methods suggested in Homemaking One, Unit IV (see p. 58).

Explain to the class that the work this semester will be a progression of the foods work begun in Homemaking One, Unit IV, and that the work in Homemaking One will be used as a foundation for Homemaking Two.

Refer to the "Levels of Learning and Their Progression" chart series to show the class that the preparation of basic foods this semester will involve additional manipulative skills and management:

Homemaking One	Homemaking Two
Instant cocoa	Cocoa from recipe
Ready-to-serve cereal	Cooked cereal

Develop with the class a list of desirable work habits and safety precautions based on their experiences in Homemaking One. Stress again the importance of personal cleanliness.

Have the pupils list orally qualities of suitable dress for laboratory work based on their Homemaking One experiences, stressing such points as wearing clothing that:

is washable and clean
will not absorb odors
will be comfortable and safe for work.

With the class prepare a chart of routine housekeeping duties necessary to maintain an orderly, clean laboratory. Make plans to divide the duties among family members.

Explain to the class that much of the work in Homemaking Two will require the use of recipes. Review common abbreviations used in recipes (T., t., c.). Have the class study several recipes that will be used this semester. Note format of recipes. Stress the need for reading the *entire* recipe *carefully* before starting to assemble and combine ingredients. Stress also the need for *carefully* following the directions to insure a successful product.

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[21] *Ibid*., pp. 29-31.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Research has confirmed that daily food has an effect on health, appearance, and vitality.	C. Introduction to the use of a daily food guide Importance of good eating habits
Being well-nourished means eating foods every day that will provide all of the nutrients required for good health.	Definition of balanced diet Classification of foods into four food groups— Milk Group Vegetable-Fruit Group Bread-Cereal Group Meat Group
Essential foods are classified into four broad groupings— Milk Group Vegetable-Fruit Group Bread-Cereal Group Meat Group.	Recommended number of servings
Each of the food groups makes a unique contribution to the nutritional status of the body.	Relation of each meal to food of entire day
The daily food guide (based on the four food groups) is a guide to selecting a balanced diet.	
Meals for the entire day, including snacks, should be considered when evaluating the diet for nutritional adequacy.	
Good eating habits are related to good health.	

Skills

The pupil should practice some basic skills through the participation in the laboratory work.

Relationship skills

The pupil should:

learn to share housekeeping duties with other family members.

Review measuring techniques by first having pupils select samples of the common measuring equipment from the unit kitchens. Then have pupils review orally the use of this equipment and also the basic techniques of measuring dry ingredients, liquid ingredients, and fats.

Briefly outline the plan of the semester. Point out to the class that the work in Homemaking Two will be keyed to teaching them to assist at home in planning, buying, storing, preparing, and serving simple, nutritious meals. Explain that the class work will include simple breakfasts, luncheons, dinners, and snacks.

Review the term "Basic Four Food Groups" and impress upon the class that the semester's work is keyed to familiarize the pupils with the four food groups:

what they are
what each group includes
amount needed daily of each group
various ways of including these essential foods in the daily diet.

Explain to the class the organization of the semester's work—meals will be planned and prepared throughout the semester with special emphasis on the particular food group being studied.

To arouse interest, read orally patterns of the meal that will be prepared during the semester.

GENERALIZATIONS. Each family member contributes effectively to the family group by practicing good group relationships.

Accuracy and good management are necessary for success in food preparation.

B. Relationships of Daily Diet to Good Health

Have the class formulate orally a list of the characteristics of good health. Stress the point that health determines the way we look, feel, and act.

Lead a discussion of the relationship of food to health, appearance, vitality, and mental alertness.

Initiate a discussion with the following statement: "What you eat affects your appearance."

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT

Manipulative skills

The pupil should:

learn to perform routine tasks to maintain cleanliness and good order in the laboratory

review measuring techniques

review reading and following simple recipes accurately.

Attitudes and Appreciations

The pupil should:

realize that care of equipment, good order, and cleanliness are basic to food preparation

try to include nutritious new foods or foods not previously liked or tested

realize the value of following the daily food guide.

Prepare a bulletin board display of healthy, energetic teen-age girls and include captions of possible reasons for this healthy, energetic appearance. Place special emphasis on the contribution food makes to health and energy.

Determine from the class what they already know about diet and its relationship to health so that repetition will be avoided. Work out plans with the health teacher in the school so that there will be correlation between the health and foods classes.

Introduce the group to the term nutrition and its use in this semester's work.

Define the term daily diet.

Discuss the misconception of the meaning of diet (as commonly meaning reducing diet).

Review with the class the reasons for eating food:

meeting the needs of the body
satisfying hunger
giving pleasure.

Stress that the daily diet must contain the correct types of foods for best health. Point out that our body requirements for food must be met EVERY day. Have pupils keep a day-to-day health record on which they check their daily diet against the four food groups. These records should be checked every week.

GENERALIZATIONS. Food is one of the most important factors that contribute to good health.

The correct types of foods are required daily for good health.

C. Introduction to a Daily Food Guide

Lead the class in a discussion of what is meant by "good eating habits." Identify some poor eating habits that teen-agers are apt to practice.

Include the following in class discussion:

regularity of meal-times
three adequate meals a day—including breakfast
variety of foods
learning to like, or at least try, all foods
nutritious snacks at times when they will not
  interfere with regular meals.

Discuss any personal characteristics that may contribute to poor eating habits:

inadequate time for meals
disinterest in food
fear that eating may cause weight gain.

Define the term balanced diet.

Discuss the use of a daily food guide as a convenient method that will assist the pupils in forming good eating habits and obtaining a balanced or adequate diet. Check progress of charts being kept by the pupils of their daily food intake.

Introduce the Guide to Good Eating, pocket version (see model).[22] Demonstrate to the class how the chart will be used during the laboratory experiences. Point out that each meal prepared during the semester will be checked against the Guide to evaluate the meal's contribution to the day's diet. The empty pockets will indicate the foods that will have to be included in the other meals and snacks of the day in order to obtain an adequate diet for the day.

Study the chart A Guide to Good Eating (see model).[22] Have the class note that there are four classifications or groups of foods indicated:

Dairy Group (henceforth called the Milk Group)
Vegetable-Fruit Group
Bread-Cereal Group
Meat Group.

Stress that the foods in each of the four groups make special contributions to health and well-being; therefore, variety in the daily diet is important.

Have the class list all foods they have eaten during the last twenty-four hours or have them consider the previous day's foods listed on their food-intake progress charts. Then conduct a practice lesson in another use of the Guide to Good Eating. Have a member of the class check her list by filling the appropriate pockets of the chart, including all meals and snacks. Then lead the class in an analysis of the adequacy of this particular day's diet by checking for empty pockets. Suggest changes that may be necessary to make the day's diet adequate.

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[22] Ibid., pp. 24-25.

Distribute individual copies of Guide to Good Eating (6 5/8" by 4 1/4") or The Four Food Groups (11" by 8 1/2") to each member of the class for personal use and for each referral for the semester. Have pupils check the number of servings required daily at their age level. Question pupils as to the degree to which they are meeting the minimum daily requirements and where they are "cheating" themselves.

Call attention to the fact that during the teen years the pupil will have many opportunities to make choices regarding food (eating in school lunchroom, stopping for an after-school snack, eating in restaurants, as well as deciding to include or omit breakfast)—choices which affect their body growth, their appearance, and their ability to work and play. Use cardboard food models to assist the pupils in selecting an adequate diet for one day. Then check choices against the daily food guide.

Reiterate that good eating habits mean more than just using good table manners. The class must know how to choose the right kind of food and then use this knowledge every day; not only do good eating practices provide for present well-being, but they greatly influence future health.

Explain to the class that the semester's work will be organized to follow the pattern of the Basic Four Food Groups. Point out to the class that the goals of the semester will be to improve personal eating habits by:

learning the specific foods that belong to each group
learning the number of servings of each group that constitute the minimum daily requirement
preparing breakfast, lunch, dinner, and special foods, including each food group, in various types of dishes.

GENERALIZATIONS. Following a daily food guide helps promote good nutrition.

Meals for the entire day should be considered when checking the nutritional adequacy of diet.

VOCABULARY SUGGESTIONS

UNIT I

abbreviations
adequate diet
analysis
eating habits
equipment
equivalents
essential foods
food groups
measuring techniques
minimum daily requirements
nutrients
nutritional adequacy
odor
recipe
vitality

RESOURCE MATERIALS

UNIT I

BOOKS

	A	B	C
Barclay, Marion S. and Champion, Frances Teen Guide to Homemaking	pp.228-234 238-245; 247-256, 349-352	pp.48-50, 281-284	pp.54-59, 64-65
Better Homes and Gardens Junior Cook Book	pp.6-9		
Carson, Byrta, and Ramee, MaRue C. How You Plan and Prepare Meals	pp.372-379, 381-393; 398,399; 402-404; 412-418; 427,432, 436-444, 474-475		
Clayton, Nanalee Young Living	pp.118-121	pp.74-77	pp.77-83
Duffie, Mary So—You Are Ready to Cook	pp.8-10, 15-21	pp.11-12	pp.13-14
General Mills Betty Crocker's Cook Book for Boys and Girls	pp.179-186		
Hatcher, Hazel M., and Andrews, Mildred E. Adventuring in Home Living Book I, rev.ed.	pp.154-155, 171-176	pp.136-145	

	A	B	C
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking	pp.117-122, 190-205		p.253
McDermott, Irene E., and Nicholas, Florence W. Homemaking for Teen-Agers, Book I, rev.ed.	pp.161-162, 178-179, 182-183	pp.173-176	pp.176-176B, 200
Wieland, Lauretta L. At Work in the Kitchen	pp.18,31-41, 46-48,60 62-72,74		
FILMS			
Cooking: Measuring. Young America Films, 1949 10 min. b&w (X-C-67)	X		
FILMSTRIPS			
Buying Foods Wisely. Young America Films b&w (5434)	X		
Safety in the Kitchen. Young America Films b&w (5434)	X		
Storing Foods. Young America Films b&w (5434)	X		
FREE AND INEXPENSIVE MATERIALS			
Kellogg Company Good Health Record (Student leaflet)			X

	A	B	C
Maltex Company Eat the Basic 4 Every Day (Student leaflet)			X
Metropolitan Insurance Company Food for the Family (Teacher reference booklet)		X	X
National Dairy Council Food Models, (Colored, cardboard punchouts)		X	X
The Four Food Groups (Wall chart and student notebook sheet)			X
A Guide to Good Eating (Wall chart and 4"x6½" student charts)			X
National Live Stock and Meat Board Food to Grow On (Student booklet)	X	X	
My Daily Food Record (Student leaflet)			X
Sunkist Growers There Comes a Day (Booklet)		X	

UNIT II

THE MILK GROUP

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Information and Knowledge The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings The pupil should understand that:	A. Important aspects regarding the Milk Group to be developed during the unit
Milk contains nearly all the nutrients which are necessary for health and life and is classified as a "nearly perfect" food.	Reasons for the importance of milk Types of milk
Teen-agers require more milk than any other age group. The minimum requirement for teen-agers is one quart daily.	Foods that belong to the Milk Group Recommended daily amount of milk for each age group
Eight ounces of milk or an alternate that supplies the same amount of calcium is considered one serving.	Ways of including milk in the daily diet Basic principle of milk cookery
Milk and milk products are available in many forms.	Proper storage of milk and milk products
Milk and milk products are easily included in the daily diet and can be used in a variety of ways.	B. Suggested approaches to the development of the unit
Proper storage of milk foods prevents or retards spoilage and maintains quality and flavor.	A simple nutritious snack, including food from the Milk Group A milk dessert

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.

A. Important Aspects Regarding the Milk Group to Be Developed during the Unit

Discuss with the class the meaning of the statement "Milk is a universal food." Point out that it is a basic food throughout the world for all age groups.

Lead a class discussion concerning what milk does for us.

Define two terms that are associated with milk:

homogenized--processed so that the fat particles in whole milk are broken into smaller particles so that separation of fat and milk fluids does not occur

pasteurized--heated to 140-145° F. for fifteen seconds, and then cooked rapidly in order to kill bacteria.

Have members of the class select from food models those that can be classified in the Milk Group. Use this display of selected foods to initiate a discussion of the forms and varieties of Milk Group foods.

Explain to the class that the foods in the Milk Group in the Guide to Good Eating include milk in all its forms as well as such milk products as cheese and ice cream.

Arrange a display of the types of milk and milk products using the actual foods whenever possible. Include the following:

fluid milk (whole or skim)
evaporated milk
condensed milk
dried milk (whole or skim)
buttermilk
cheese - Cheddar, cottage, cream, Swiss
ice cream

While the various milk products are on display, have the class point out obvious differences in the appearance of the types of milk and milk products. In a discussion with the class, explain these differences:

fluid milk (whole)--milk with butterfat
fluid milk (skim)--milk from which butterfat and cream have been removed. Skim milk is usually cheaper than whole milk and is as nutritious except for the fat.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Skills	A lunch or supper containing canned soup made with milk
The pupil should practice some basic skills through the preparation of simple foods.	A lunch or supper containing a cereal product main dish with a cream sauce and cheese
Relationship skills	
The pupil should:	
learn to follow laboratory procedures more efficiently in each lesson	
realize that good management requires advance planning	
practice habits of orderliness and good management to save time and energy	
use time schedules to budget laboratory time allotment.	
Manipulative skills	
The pupil should:	
learn to follow more complex recipes requiring a greater variety of ingredients and equipment than those previously used	
use accurate measurements	
develop safe work habits	
practice basic principles of milk cookery	
assist in correctly preparing and serving simple, nutritious meals including foods from the Milk Group prepared in various ways	

evaporated milk--canned whole milk from which some of the water has been removed before canning
condensed milk--canned milk from which some of the water has been removed, then sugar added before canning
dried milk--either whole or skim milk from which all the water has been removed
buttermilk--the milk remaining after butter-making or produced by artificial fermentation of either whole or skim milk
half-and-half--equal parts of milk and cream, usually homogenized to prevent separation of fat particles
cream--whole milk with the highest butterfat content. Light cream, light whipping cream, and heavy whipping cream are the usual classifications.
cheese--a food made from the curds of milk pressed together to form a solid. Hard (American, Swiss, Cheddar); soft (cottage, cream); and processed (blend of one or more cheeses) are the usual classifications of cheeses.

Conduct a taste test and have the class comment on the variations in flavor of the different types of milk.

Lead the pupils in a discussion of the types of milk they would select for various uses and compare their approximate cost:

whole milk--beverage, cooking
skim milk--beverage, cooking, for "weight watchers"
evaporated milk--whipped topping, in cooking either after mixing with water or undiluted as recipe specifies, mixed with equal amount of water or in combination with other liquids as a beverage
condensed milk--in special recipes for desserts, sauces, pies, and candies
dried milk--in liquid form, as beverage and in cooking; in dry state added to other foods for extra food value in cooking; whipped, for low calorie topping; ingredient in recipes.

Check the Guide to Good Eating and have the pupils review the recommended amount of milk for each age group. Note particularly the four or more glasses minimum daily requirement for teen-agers. Explain that the glasses or cups mentioned on various daily food guides are considered as containing eight-ounces; thus, the minimum recommended amount for teen-agers is thirty-two ounces or one quart daily.

Set up a display or make a graph showing the amount required of other Milk group foods to supply approximately the same food value as one cup of milk:

one ounce Cheddar-type cheese
four ounces cream-type cheese
twelve ounces cottage cheese
two to three large dips of ice cream.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

OUTLINE OF CONTENT

practice sanitary, efficient clean-up methods during laboratory lessons

practice giving thoughtul care to equipment

use new techniques and cooking processes involved in preparing foods during laboratory experiences.

Attitudes and Appreciations

The pupil should:

develop an appreciation for the important part milk plays in the diet and a determination to fill the daily requirement

develop an appreciation for the fact that the daily milk quota can be obtained from many types of dishes

develop pride and satisfaction in helping to prepare and serve attractive meals containing foods from the Milk Group.

Ask for a show of hands on the question "Do you, in your diet, meet the recommended minimum amount of four cups of milk daily?" If members of the class say that they are not milk drinkers, ask them to estimate the amount of milk they obtain in the form of cheese, ice cream, and other foods prepared with milk. Then have them check this amount against the Dairy Food section of the pocket version of the Guide to Good Eating to see how they rate.

Stress that one of our aims this semester will be to improve our milk consumption habits and to meet the minimum requirements of four cups daily.

Show that the four cups of milk required daily may be consumed in many forms:

beverage (cocoa, milk shake, others)
cereal and dessert (accompaniment or ingredient)
cream sauce (creamed soup, creamed dishes, gravy)
custard
ice cream
ingredient for baked products
pudding
sherbet.

Arrange an exhibit of several kinds of pudding mixes found in local stores. Arrange on a tray, either with food models or the actual food, the amount of milk required to prepare the pudding. Ask pupils to estimate the amount of milk obtained from one serving.

Give the meal patterns that will be prepared as part of the Milk Group unit. Point out that foods from other food groups will be included and that a well-planned meal includes foods from the various food groups.

Review the principle of low temperature for milk cookery as learned in Homemaking One, Unit IV. Review the reason for this principle.

Call attention to the proper storage of milk and milk products. Stress that fresh milk should be refrigerated immediately when received and whenever not in use. Point out that refrigeration should be provided for opened canned milk and for dried milk as soon as water has been added. Mention to the class that these rules for storing milk will be followed throughout the demonstrations and laboratory lessons and should also be observed at home.

GENERALIZATION. Eating foods prepared with liberal amounts of milk helps fill the daily milk quota.

B. Suggested Approaches to the Development of the Unit

MEAL PATTERN I

The What

Nutritious snack:	Suggested menu:
Milk beverage	*Chocolate Milk Shake, *Eggnogg, or *Apricot Milk Drink
Cookies	Cookies--slice-and-bake or package

The Why

New learnings:

Orienting herself to working as a team in new family groups

Obtaining milk in the diet through tasty milk beverages

Using the pocket model Guide to Good Eating[23] to evaluate the contribution these foods make to the daily diet

Taking care of egg beater by not immersing cogs in water

Using a large jar for shaking milk beverages not including eggs as an ingredient

Using the oven for slice-and-bake cookies.

GENERALIZATION. Milk in combination with other foods as a milk beverage is a pleasant and easy way to help meet the daily milk quota.

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*Recipe cards available

[23] Ibid.

MEAL PATTERN II

The What

Milk dessert:	Suggested menu:
Pudding	Package Pudding—instant or cooked and/or Pudding from recipe—*cornstarch pudding or *cocoa cornstarch pudding

The Why

New learnings:

Obtaining milk in the diet through using a milk pudding for dessert

Recognizing varieties of pudding available that use milk as a basic ingredient

Preparing instant puddings that require only beating

Preparing commercial pudding mixes that require cooking

Analyzing types of ingredients required for puddings made from a recipe

Using techniques to prevent lumping of starch granules in the pudding

Observing techniques of molding and unmolding puddings

Selecting suitable toppings for puddings.

GENERALIZATION. Milk desserts are a flavorsome, appetizing way of adding milk to the daily diet.

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*Recipe cards available

MEAL PATTERN III

The What

Lunch or supper:	Suggested menu:
Canned cream soup (prepared with milk)	*Cream of Corn, Pea, Tomato, Mushroom, or Chicken Soup
Protein sandwich	Cheese Sandwich (made with whole grain or enriched bread)
Salad	*Carrot and Raisin Salad

The Why

New learnings:

Recognizing cream soup as a way of obtaining milk in the daily diet

Using abbreviations and equivalents

Interpreting a recipe

Using canned food in preparing a hot nutritious luncheon dish in a very short time

Opening cans properly and disposing of empty cans

Using heat for creamed foods

Cutting up several similar pieces of fruit or vegetable on cutting board at one time to save time and energy

Mixing salad ingredients correctly to keep pieces as whole as possible

Using the best utensils to do a given job

Observing the proper use of the tasting spoon

Preparing a meal with due consideration to the importance of time management

Setting a complete cover

Observing correct table manners, including use of silverware.

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*Recipe cards available

GENERALIZATION. When pieces of food of the same shape and size are to be cut, time will be saved if they are stacked and several pieces cut at the same time.

MEAL PATTERN IV

The What

Lunch or supper:	Suggested menu:
Cereal-product main dish using cream sauce and cheese	*Baked Macaroni and Cheese
Salad	*Cabbage Slaw or Lettuce Wedge with a commercial dressing
Fresh or canned fruit	Fresh or Canned Fruit
Milk beverage	Milk or Cocoa

The Why

New learnings:

Using cream sauce as the base of casserole dishes as a way of obtaining milk in the daily diet

Following a simple recipe

Using correct measuring techniques (including the measuring of fat)

Observing the basic principles of starch cookery

Making a smooth cream sauce

Using a grater or a sharp knife and a cutting board for cutting cabbage correctly

Making variation from a commercial dressing

Preparing and serving fruit attractively

Making mealtime more pleasant by practicing good personal grooming and consideration for others

Observing good management practices and working habits in preparing and serving the meal and in cleaning up.

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*Recipe cards available

GENERALIZATIONS. Following recipe directions and measuring accurately are basic requirements for good products.

Starchy foods require thorough cooking in order to develop full flavor.

VOCABULARY SUGGESTIONS

UNIT II

alternate
aspects
bacteria
butterfat
buttermilk
calcium
casserole
cereal product
Cheddar cheese
egg
commercial dressing
complex
condensed milk
cream
cream sauce
disposal
dried milk
eggnog
evaporated milk
fat particles
fluid
grater
half-and-half
homogenized
immersing
interpreting
main dish
Milk Group
milk products
molding
pasteurized
pudding
pudding mix
quota
retards
skim milk
spoilage
starch granules
tasting spoon
toppings
"universal food"
unmolding
white sauce

RESOURCE MATERIALS

UNIT II

BOOKS

	A	B-I✓	B-II✓
Barclay, Marion S. and Champion, Frances Teen Guide to Homemaking	pp.288-289, 292, 298-303	p.434*	pp.300,438*
Better Homes and Gardens Junior Cook Book		pp.12*-15*	pp.118*-119*
Carson, Byrta, and Ramee, MaRue C. How You Plan and Prepare Meals	pp.48,152, 239-250, 460	pp.361,400	p.348
Clayton, Nanalee Young Living		pp.90-93, 122	
Duffie, Mary So—You Are Ready to Cook	pp.53,193	pp.158*, 159*	
General Mills Betty Crocker's Cook Book for Boys and Girls			
Hatcher, Hazel M., and Andrews, Mildred E. Adventuring in Home Living Book I, rev.ed.		p.188*	p.198*
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking		pp.215-220, 221*	p.295
McDermott, Irene E., and Nicholas, Florence W. Homemaking for Teen-Agers, Book I, rev.ed.	pp.180-207	pp.181-182, 184,189	pp.196-199

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*Recipe

✓This column shows numbers for Meal Pattern.

B-III/	B-IV/
pp.300, 334-339, 342-349	pp.300 330-331, 436-437
pp.130*- 131*	pp.18*-19*, 138*
pp.18-24; 30-43,68,214 228-229,400	pp.91,207,216, 218-219; 308-309, 364,401
pp.106-110, 134*	p.124
pp.22-23, 74,77*	p.63*- 64*
p.102	p.168*
	p.192*
pp.209-213, 225,296-301	p.226
pp.190, 194-196	pp.188-189, 199-201, 203-205

	A	B-I†	B-II†
Wieland, Lauretta L. At Work in the Kitchen			p.119*
FREE AND INEXPENSIVE MATERIALS			
Kellogg Company Good Health Record (Student leaflet)	X	X	X
Maltex Company Eat The Basic 4 Every Day (Student sheet)	X	X	X
National Dairy Council			
An Album of Snacktime Hits (Student booklet)		X	
Food Models (Colored, cardboard punchouts)	X	X	X
The Four Food Groups (Wall chart and student notebook sheet)	X	X	X
A Guide to Good Eating (Wall chart and 4"x6½" student charts)	X	X	X
National Live Stock and Meat Board			
Food to Grow On (Student booklet)	X	X	X
My Daily Food Record (Student leaflet)	X	X	X

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*Recipe

†This column shows numbers for Meal Pattern.

B-III✓	B-IV✓
p.101	
X	X
X	X
X X X	X X X
X X	X X

UNIT III

THE VEGETABLE AND FRUIT GROUP

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
The pupil should acquire a basic foundation in the facts and information necessary to understanding of the unit.	
Understandings The pupil should understand that:	A. Important aspects regarding the fruit and vegetable group to be developed during the unit
Vegetables and fruits are important because they contain vitamins and minerals which help to regulate and protect the body and are necessary for good health.	Reasons for the importance of fruits and vegetables Three divisions of the Fruit and Vegetable Group
Vegetables and fruits add color, texture, and flavor to the diet.	Fruits and vegetables that belong to the various divisions Recommended number of servings daily of fruits and vegetables
Each person should eat a minimum of four or more servings of vegetables and fruits each day. Among these should be a dark green and leafy or deep yellow vegetable or fruit for Vitamin A; a citrus fruit, tomato, or raw cabbage for vitamin C; and other fruits and vegetables including potatoes.	Ways of obtaining the required number of servings in the daily diet Buying of fruits and vegetables Proper storage of fruits and vegetables
One-half cup or more of fruit or vegetables is considered one serving.	Basic principles of vegetable cookery
Some methods of storing and cooking can reduce or destroy food value of vegetables.	

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.

A. Important Aspects Regarding the Fruit and Vegetable Group to be Developed during the Unit

Lead the class in a discussion of the reasons that vegetables and fruits are important in the diet. Include in the discussion the explanation of the terms vitamins, minerals, and roughage. Impress upon the class that these vitamins and minerals are important to the body because they regulate and protect the body and contribute to good health.

Study with the pupils the divisions made within the Vegetable and Fruit Group on the Basic Four Food Groups chart. Explain the reason for such divisions--that each division makes a special contribution to the body:

Dark green and yellow vegetables and fruits are especially rich in vitamin A.

Citrus fruits, tomatoes, and raw cabbage are especially rich in vitamin C.

Potatoes and all other fruits and vegetables supply vitamins, minerals, and roughage.

Arrange a display of vegetables and fruits, using the actual foods whenever possible. Organize this display according to the three divisions of vegetables and fruits. For green vegetables, display as many of the following as possible:

asparagus, green
beans, Lima
beans, snap or green
broccoli
Brussels sprouts
cabbage, green
chard
collards
endive, green
escarole
greens, mustard
greens, salad
greens, turnip
greens, wild
kale
lettuce, leaf
okra
peas, green
pepper
spinach

For yellow vegetables, display the following:

carrots
potatoes
pumpkin
squash

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Since some food value in vegetables is partly lost in the cooking, it is a good idea to eat some raw vegetables or fruits each day in salads, as relishes, or as snacks.

Storage requirements for fruits and vegetables will vary with the type of fruit or vegetable.

Skills

The pupil should practice some basic skills through the participation in the laboratory work.

Relationship skills

The pupil should:

do a fair share of group work

learn to work efficiently with other members of the group

use manners that are appropriate for the type of food eaten; for example, soup, salad, and dips.

Managerial skills

The pupil should:

use work simplification procedures in preparing meals

follow a work plan for the meal being prepared.

Manipulative skills

The pupil should:

use kitchen tools and equipment properly to prevent accidents

OUTLINE OF CONTENT

B. Suggested approaches to development of the unit

Appetizers using raw vegetables and a dip

A luncheon containing a fresh citrus fruit salad

A lunch or dinner containing a vegetable plate

A variety of fruit desserts

For the second division, display as many citrus fruits as possible as well as tomatoes and raw cabbage. For the third division, display as many as possible of the fruits and vegetables that do not belong to the first two divisions.

Have the class study the display of vegetables and fruits. Which ones have they tried? What fruits and vegetables do they eat regularly? What fruits and vegetables are easily obtained in their community?

Allow a sufficient period of time for the class to learn the divisions to which fruits and vegetables belong and to identify them by name. Test the class.

Check the Daily Food Guide and have the pupils note that four servings of fruits and vegetables are recommended daily. Have them also note that these four servings should represent the three divisions of fruits and vegetables just studied.

Have the class list all the vegetables and fruits in any form which they have eaten in the past twenty-four hours. Check for the number of servings and also against the Daily Food Guide to see whether they have included vegetables and fruits from the three divisions.

With the class, draw a graph indicating the number of pupils who had servings from the green and yellow vegetables and fruits; from the citrus fruits, tomato, and cabbage division; and from the potato and other fruit and vegetable division. Learn where special emphasis must be placed to correct any deficiencies in the diets.

Discuss vegetable "likes and dislikes." Encourage the pupils to try vegetables and fruits they may not have tried or which they may think they do not like. Also suggest that if they do not like cooked vegetables, they can substitute raw vegetables. Suggest various ways in which cooked vegetable flavors may be made more palatable:

marinating
preparing with vegetable juice, bouillion, or meat stock
  in place of water
combining several vegetables
adding bits of bacon, nuts, or onions
adding sauces.

Show illustrations of ways fruits and vegetables can be included in the daily diet for variety:

appetizers
salads
desserts.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT

store sharp implements carefully for personal safety and the preservation of the implements

assist in correctly preparing and serving simple, nutritious meals using foods from the Vegetable and Fruit Group

set a table appropriate to the type of meal being served

observe rules of personal cleanliness

use new techniques and cooking processes involved in preparing foods during laboratory experiences.

Attitudes and Appreciations

The pupil should:

develop an appreciation for the part vegetables and fruits play in the diet

develop pride and satisfaction in preparing and serving attractive meals containing foods from the Vegetable and Fruit Group

develop an appreciation that fruits and vegetables contribute to appetite appeal because of their color, flavor, and pleasing aroma

develop an attitude of wanting to include sufficient fruits and vegetables in the daily diet because of their contribution to good health.

Alert the class to check for contrasts in the color, texture, and flavor of the fruits or vegetables used in the meals prepared during the semester and meals eaten elsewhere.

Point out the importance of preserving the vitamins and minerals present in the fruits and vegetables by:

buying produce that is fresh and free from decay
storing it properly
peeling or paring skin thinly
cooking properly
serving or storing properly immediately after preparation.

Demonstrate and practice the above points during food preparation lessons.

Discuss the buying of fresh produce. Display "fresh" vegetables and fruits. If possible, have samples of vegetables and fruits that are desirable in appearance and some that are over-ripe or wilted. Analyze both types. Mention that some stores will lower prices on less desirable vegetables and fruits and that these should not be purchased until it is decided how much has to be cut away and the worth of what remains. Establish a rule for buying:

Buy fresh produce in amounts that can be used soon.
Buy only the amount that can be properly stored.

Explain to the class that between one-fourth and one-fifth of the daily food dollar is a usual amount to spend on fruit and vegetables and that, for wise buying, the homemaker must decide:

WHAT fruits and vegetables are to be bought so that the three divisions are represented

what FORM she will buy—fresh, frozen, canned, or dried.

Note the differences in cost, flavor, and appearance of fresh, canned, and frozen vegetables and fruits during food preparation lessons.

Note that the storage qualifications for vegetables and fruits will vary with the type of fruit or vegetable. List food storage areas, such as pantry shelf, refrigerator, or freezer, and have the class select fruits and vegetables that would be correctly stored in the various areas.

Give the basic rules of vegetable cookery:

for mild vegetables—cook, covered, in the least amount of water for the shortest possible time

for strong flavored vegetables—cook, uncovered, in a larger amount of water for the shortest possible time.

Give the basic rules of fruit cookery:

to retain shape of fruit--cook in a sirup made by adding sugar at the beginning of the cooking period

to make a sauce--cook in water without sugar; add the sugar just after the fruit has been softened.

Have the pupils plan a vegetable plate that would be interesting and pleasing from the standpoint of flavor, color, and texture.

Discuss the merits of using some fresh, raw fruits and vegetables daily since cooking is apt to destroy some nutrients. Suggest appealing ways of using raw fruits and vegetables in meals--appetizers, juices, salads, relishes, and desserts.

Throughout the vegetable and fruit unit, check the class for improvement in their consumption of fruits and vegetables. Have each pupil determine her weakness, if any exists, as far as the inclusion of sufficient fruits and vegetables in the daily diet is concerned. Have each pupil make a plan for improving this fault. Check systematically for success in carrying out this plan.

B. Suggested Approach to Development of the Unit

MEAL PATTERN I

The What:

Appetizers:	Suggested menu:
Raw vegetables and dip	Fresh Raw Vegetables dipped in French dressing--carrots, cucumbers, caulifloweretts, radishes, white turnips, green onions, celery.

The Why

New learnings:

Using crisp, raw vegetables and a dip as a flavorsome way of putting more vegetables in the daily diet

Buying vegetables for nutritive quality

Storing vegetables for maximum maintenance of nutritive quality and desirable appearance

Preparing raw vegetables:

- use of vegetable brush
- use of cutting board
- use of sharp knife
- safety in cutting away from self

Considering color and attractive arrangement when assembling relish plate

Using correct manners when eating dip foods.

GENERALIZATION. Raw vegetables and a dip are an appetizing way to include more vegetables in the daily diet.

MEAL PATTERN II

The What

Luncheon:	Suggested menu:
Salad	Fresh Citrus Fruit Salad
Quick bread (using a mix)	Drop Biscuits (made from a mix)
Beverage	Milk or Cocoa

The Why

New learnings:

Understanding the importance of citrus fruits in the daily diet

Using a variety of ways to serve citrus fruits in salad--slices, sections, chunks

Using attractive garnishes

Maintaining cold crispness of salad until biscuits are ready

Understanding that combinations of citrus fruits may also be served as a fruit cup, an appetizer, or a dessert

Recognizing types of suitable dressings

Reading and following directions for a commercial biscuit mix

Understanding the term dough

Saving time and energy by preparing drop biscuits rather than rolled biscuits

GENERALIZATIONS. Citrus fruits may be included in the daily diet in a variety of ways.

Time and energy are saved when unnecessary motions are eliminated.

MEAL PATTERN III

The What

Lunch or dinner:	Suggested menu:
Vegetable plate (using fresh, frozen, and canned vegetables)	*Vegetable Plate including one green leafy vegetable, one yellow vegetable, and one or two other vegetables
Egg	*Hard-Cooked Egg
Hot bread	Brown-and-Serve Rolls

The Why

New learnings:

Observing the importance of vegetables in our daily diet

Identifying "leafy," "dark green," and "yellow" vegetables

Identifying desirable characteristics to pick when buying vegetables

Comparing cost of fresh, canned, and frozen vegetables

Cooking vegetables correctly to retain nutrients, color, texture, flavor, and form

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*Recipe cards available

Choosing attractive garnishes for vegetable plates

Applying principles of egg cookery

Evaluating brown-and-serve rolls from standpoint of cost, time, and finished product.

GENERALIZATION. Not only are vegetables a good source of food value, but they also add interest and variety to the diet.

MEAL PATTERN IV

The What

Fruit desserts

Suggested menu

*Ambrosia, *Fruit Cup, or
*Fruit Whip

The Why

New learnings:

Using a variety of ways of serving fruit for dessert

Choosing types of fruits that combine well

Combining other foods with fruits

Observing methods for preventing change of color of some fruits

Serving fruit desserts attractively

Serving desserts correctly.

GENERALIZATION. Fruit combinations make attractive desserts that are high in nutritive value.

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*Recipe cards avalable

TEACHER'S NOTES

VOCABULARY SUGGESTIONS

UNIT III

ambrosia

appetizers

bouillon

"brown and serve"

citrus fruits

dark green vegetables

diet deficiencies

dip foods

dough

drop biscuit

flavor

flavorsome

fruit cup

fruit whip

garnishes

implements

leafy

marinating

minerals

palatable

produce

raw

regulate

retain

roughage

sirup

Vegetable and Fruit Group

vegetable plate

vitamin A

vitamin C

vitamins

wilted

RESOURCE MATERIALS

UNIT III

BOOKS

	A	B-I†	B-II†
Barclay, Marion S., and Champion, Frances Teen Guide to Homemaking	pp.51-52, 289, 310-317		
Better Homes and Gardens Junior Cook Book		pp.186-187	
Carson, Byrta, and Ramee, MaRue C. How You Plan and Prepare Meals	pp.50-51 70-71, 108-110, 152, 165-179, 181-194	pp.420, 470-471	pp.141 468-469
Clayton, Nanalee Young Living			pp.143,148
Duffie, Mary So—You Are Ready to Cook	pp.35-38, 83-86, 92-95, 189-190		
General Mills Betty Crocker's Cook Book for Boys and Girls		pp.142-143	p.124
Hatcher, Hazel M., and Andrews, Mildred E. Adventuring in Home Living Book I, rev.ed.			
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking	p.266	pp.242-243	p.269

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*Recipe

†This column shows numbers for Meal Pattern.

B-III✓	B-IV✓
pp.312-314, 328-329, 449,450*	pp.458*-459*
pp.157, 160-161,188	
pp.93, 187-188;190, 192-193, 260,481	p.346
pp.140-141	
	p.106
pp.161*-162*	
pp.161-170	
pp.282-285	pp.291-293

	A	B-I[†]	B-II[†]
McDermott, Irene E., and Nicholas, Florence W. *Homemaking for Teen-Agers* Book I, rev.ed.	pp.208-223, 272-280, 283-291	p.288B	
Wieland, Lauretta L., *At Work in the Kitchen*			
FREE AND INEXPENSIVE MATERIALS			
Kellogg Company *Good Health Record* (Student leaflet)	X	X	X
Maltex Company *Eat the Basic 4 Every Day* (Student sheet)	X	X	X
National Dairy Council *An Album of Snacktime Hits* (Student booklet)		X	
Food Models (Colored, cardboard punchouts)	X	X	X
The Four Food Groups (Wall chart and student notebook sheet)	X	X	X
A Guide to Good Eating (Wall chart and 4"x6½" student charts)	X	X	X
National Live Stock and Meat Board *Food to Grow On* (Student booklet)	X	X	X
My Daily Food Record (Student leaflet)	X	X	X
Sunkist Growers *There Comes a Day* (Student leaflet)	X		X

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[*] Recipe

[†] This column shows numbers for Meal Pattern.

B-III✓	B-IV✓
pp.213-215, 285,287, 290	p.279*
pp.116-117*	
X	X
X	X
X X X	X X X
X X	X X

UNIT IV

THE BREAD AND CEREAL GROUP

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

Breads, cereals, and cereal products are important to us because they are inexpensive and are excellent sources of energy.

Cereal and cereal products may be used in many ways, ranging from breakfast cereals to party desserts, and make up a large and relatively inexpensive part of daily food.

Breads, cereals, and cereal products like macaroni and spaghetti make up a large part of the diet of people in many parts of the world.

The Bread and Cereal Group of the Daily Food Guide includes all cereals and cereal products—cooked and ready-to-eat cereals; macaroni, spaghetti, and noodles; breads, crackers, quick breads, and other baked goods if made

OUTLINE OF CONTENT

A. Important aspects regarding the Bread and Cereal Group to be developed during the unit

Importance of the Bread and Cereal Group

Foods that belong to this group

Number of servings recommended daily

Definition of a serving

Ways of including these foods in the daily diet

Proper storage

Baking
  Muffin method
  Biscuit method

Basic principles of starch cookery

B. Suggested approaches to development of the unit

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.

A. Important Aspects Regarding the Bread and Cereal Group to Be Developed during the Unit

Ask the class to list on the chalkboard all the foods they would consider as part of the Bread and Cereal Group. Complete the list with some cereals that may not be familiar to them. Include all cereals and cereal products, such as:

- **breads, biscuits, and rolls**
  - **quick**
  - **yeast**
- **other baked goods**
- **cereals**
  - **cooked**
  - **ready-to-eat**
- **crackers**
- **flours**
- **macaroni**
- **noodles**
- **spaghetti**

Note that a wide variety of cereal foods is available for all meals and snacks.

Refer to the importance of cereals in diets throughout the world and to the fact that some nationalities and cultures are associated with particular cereals and cereal products which are the mainstay of their diet, such as rice in China and Japan, spaghetti in Italy.

Arrange an exhibit of some of the less common cereals unfamiliar to the local school community so that the class may become aware of the great range and variety of cereal products.

Have members of the class select foods from food models that belong to the Bread and Cereal Group. Ask the class to note that cereal foods are frequently used in combination with other foods, such as bread with a filler for sandwiches, macaroni with cheese, spaghetti with a meat sauce, cereal with milk.

Discuss why cereals are important in our diet. Stress that these are "fuel foods" and help fulfill the high energy requirements of the teenage years. Also point out that these foods are a relatively inexpensive part of our diet.

Consult the Guide to Good Eating. Note that four or more servings daily of bread and cereals are the minimum requirement. Note also that the Guide mentions the terms enriched and whole grain. Stress that only enriched or whole grain breads, cereals, and cereal products may be counted in our four or more servings for this food group.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
with whole grain or enriched flour.	A light lunch containing muffins
The Guide to Good Eating recommends that we eat four or more servings from the Bread and Cereal Group daily.	A breakfast containing cooked cereal and a muffin variation A dessert containing drop biscuits
A serving is one slice of bread or one-half to three-fourths cup of cereal.	A lunch containing meat combined with a rolled biscuit
All breads and cereals that we eat should be either whole-grain or enriched.	A lunch or dinner containing a cereal product, main dish and a bread variation.
Bread and cereal products can be used to make meat, fish, poultry, eggs, cheese, and vegetables go farther.	
Proper storage of breads and cereals will help to maintain a desirable freshness.	
There are two distinct techniques in making quick breads—the muffin method and the biscuit method.	

Skills

The pupil should practice some basic skills through the participation in the laboratory work.

Relationship skills

The pupil should:

work well with his family group

help insure a successful laboratory period by contributing his efforts to the planned activity

Explain what happens to the nutritional value of cereals and cereal products like white flour, white rice, and some corn meal in the manufacturing process. Explain further what has been done to a product when it has been "enriched" or "restored" and the nutritional benefits which result.

Have the class become familiar with the terms associated with cereals and cereal products:

whole grain
refined
enriched
restored.

Continue the discussion of the nutritive value of refined cereal products by explaining that enriching does not injure color, taste, or cooking quality of the cereals or cereal products, but that these products cannot equal whole-grain bread or cereals. Whenever possible it is best to use whole-grain bread or cereal for nature's complete store of food value.

Conduct a study of common bread labels, flour sack labels, and cereal boxes to ascertain whether the products are whole-grain, refined, refined and enriched, or restored. Have the class bring in sample labels and boxes from home so that they may become aware of the type of cereal products they are consuming at home and what to look for when shopping.

Review some of the discussion points from Homemaking One, Unit IV, on the importance of eating a good breakfast. Discuss ways in which cereal plays an important role at breakfast—not only as a cooked or a ready-to-eat cereal, but occasionally in French toast, pancakes, and waffles for variety. Stress again that a product must be whole-grain, enriched, or restored to be counted in the Basic Four Group.

Explain that, because the starch in cereal becomes more digestible and flavorsome when cooked, it is important that cereals as well as breads be well-cooked before they are served.

Point out the rule for cereal cookery—adding cereal to boiling, salted water and cooking until starch is thoroughly cooked, thereby making it more easily digestible and more tasty.

Call attention to the universal appeal of bread, that it is customarily served in some form at every meal. Discuss varieties of breads and ways in which they can add interest to meals. Define the terms yeast breads and quick breads.

Correlate the Bread and Cereal study with social studies. Have a "tasting party" of varieties of whole-grain breads, refined but enriched breads, and breads from a variety of cereal grains. Include breads that had their origin in other countries and some that are less common in our country, such as pumpernickel, Vienna bread, French bread,

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT

realize the importance of sharing equipment co-operatively.

Managerial skills

The pupil should:

select more efficiently the proper equipment for the product being prepared

organize the assigned work for a smooth flow of operations

observe sanitary, safe practices

use trays to save time and energy

use time and effort more efficiently

realize that time and energy may be saved if soiled dishes are soaked immediately after using.

Manipulative skills

The pupil should:

use a daily guide to check adequacy of the diet

exercise accuracy in measuring

select correct type of table service for the particular menu

practice basic principles of starch cookery

assist in correctly preparing and serving simple, nutritious meals using foods from the Bread and Cereal Group

use new techniques and cooking processes involved in preparing foods.

English muffin, Swedish limpa. Also, if possible, include types of muffin and biscuit variations that may not be available in the local school community. Note differences in appearance, color, taste, and texture.

Encourage the class members to bring to class any type of bread not familiar to other pupils.

Inform the class that lessons in this unit will include the preparation of two quick breads which will involve two distinct types of preparations—the muffin method (a batter) and the biscuit method (a dough).

Define the terms batter and dough. Have the pupil learn the ingredients and processes used in the preparation of both biscuits and muffins. Explain to the class that batters and doughs differ because of the proportion of liquid to flour. Summarize the similarities and the differences in technique for muffin method and biscuit method in baking.

Read one or two recipes and have the class tell whether the biscuit method or the muffin method is used.

Compare the cost, taste, and nutritional value of muffins made from fortified margarine and dried milk and muffins made from butter and fresh milk.

When demonstrating for the muffin lesson, consider the food value of the ingredients in the muffin recipe. Use the tray model of the Basic Four Food Groups and place each measured ingredient in its correct Food Group corner. From this, figure the contribution made to the daily food requirements by an average serving of muffins. Do the ingredients include many "empty calories"?

Arrange a display of packages of commercial mixes of biscuits, muffins, and cornbread to show the availability of products that can be easily and quickly prepared to add interest to the daily diet. Study these packages for lists of ingredients (whether enriched or not) and for variations in preparation.

Demonstrate the making of a home-prepared master-mix.[24] Have the class compare the cost and quality of one dozen commercial package mix muffins and one dozen home-prepared mix muffins. Repeat this procedure for biscuits.

Lead a discussion on the proper storage of foods in the Bread and Cereal Group. Stress that throughout the laboratory lessons the class will practice ways of maintaining the freshness of the product. Attention will be given to careful opening of packages to preserve the protective wrappings and proper storage areas to protect from dampness and vermin.

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[24] Ibid., p. 41.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

OUTLINE OF CONTENT

Attitudes and Appreciations

The pupil should:

develop an appreciation for the part breads and cereals play in our diet

become aware of the wisdom of purchasing only breakfast cereals, flour, and breads that are either whole grain or enriched for the sake of health and well-being

develop pride and satisfaction in preparing and serving attractive meals containing foods from the Bread and Cereal Group

experience satisfaction in being able to prepare and bake excellent cereal products

realize that the quality and success of a baked product depend upon accuracy of measurement, ability to follow directions, and care in following prescribed types of mixing

recognize how correct equipment can influence the finished product

appreciate the time saved in using prepared mixes

appreciate the value of forming good food habits

appreciate the value of forming good work habits.

Encourage students to further their ability in food preparation by practicing the preparation of products made in school (or some variations) at home.

B. Suggested Approaches to the Development of the Unit

MEAL PATTERN I

The What

Light lunch:	Suggested menu:
Fruit	*Stewed Fresh or Dried Fruit
Quick bread	Muffins (from recipe)
Beverage	Milk or *Cocoa

The Why

New learnings:

Understanding that a quick bread, such as muffins, provides a food from the Bread and Cereal Group in the diet

Understanding advantages of dried fruit over fresh fruit in storing, availability, and in economy by considering the amount of fresh fruit that produces one pound of dried fruit:

apples—7 to 10 pounds
apricots—6 to 8 pounds
figs—3 pounds
peaches—6 to 7 pounds
pears—6 to 7 pounds
prunes—2½ to 3 pounds
raisins—4 pounds

Identifying principles of fruit cookery

Preparing a baked product by using the muffin method

Understanding the term batter

Using a liquid shortening

Mixing a batter correctly

Preparing muffin pans

Recognizing the characteristics of a good muffin

Scoring a baked product

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*Recipe cards available

Using equally good but less expensive ingredients in preparing a product, such as dried milk for fresh milk, in muffins.

GENERALIZATIONS. Foods from the Bread and Cereal Group can be found in the daily diet in many forms.

For best results, muffin batter should be mixed only until the dry ingredients are moistened.

Fruits add color, flavor, and texture to a meal.

MEAL PATTERN II

The What

Breakfast:	Suggested menu:
Fresh fruit	*Fresh Sliced Orange
Cooked cereal	Cream of Wheat or Oatmeal
Quick bread or toast variation	*Cinnamon Muffins (from a mix) or *Cinnamon Toast
Beverage	Milk

The Why

New learnings:

Including foods from the Bread and Cereal Group in the diet by eating cooked cereal

Accepting the importance of breakfast in the daily diet

Understanding the principle of cereal cookery

Selecting appealing ways to use cereals (especially for teen-agers)

Using variations of a commercial muffin mix

Soaking cereal pan in cold water immediately after use for quick cleanup.

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*Recipe cards available

GENERALIZATIONS. Eating a good breakfast helps us to "go, grow, and glow."

Cereal foods afford one of the least expensive sources of food energy.

The nutritive value of a cereal depends largely upon the extent to which it has been milled, subjected to a high temperature, and enriched.

MEAL PATTERN III

The What

Dessert:	Suggested menu:
Shortcake using drop biscuits made from recipe prepared biscuit mix	Peach Shortcake, using *drop biscuits prepared from *master mix and frozen or canned fruit (as determined by market price)

The Why

New learnings:

Using quick bread, such as biscuits, as a way of including foods from the Bread and Cereal Group in the diet

Meaning of the term master mix

Storing of master mix for preservation

Studying chart to learn variations possible when using master mix

Using a master mix to make a shortcake using the biscuit method

Recognizing characteristics of a good biscuit

Using drop biscuits for a quick shortcake

Using fresh, frozen, or canned fruits as determined by market price

Using a variety of toppings for shortcake.

GENERALIZATION. A master mix is a convenient start in the preparation of many types of hot breads.

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*Recipe cards available

MEAL PATTERN IV

The What

Lunch:	Suggested menu:
Ready-cooked meat in rolled biscuits made from commercial or homemade mix	*Rollup Wienee
Salad	*Gelatin Vegetable Salad
Beverage	Milk

The Why

New learnings:

Combining food from the Bread and Cereal Group with a meat product

Using correct equipment for rolling dough

Observing technique of rolling biscuit dough

Preparing flavored commercial gelatin properly

Combining the correct vegetables with gelatin

Adding vegetables properly when gelatin is partially set

Molding and unmolding gelatin correctly

Serving gelatin molds attractively

Combining food from the Bread and Cereal Group with another type of food adding variety and interest to a menu

Including in a menu foods that are prepared in advance, thus lessening last minute preparation and rush at meal time

MEAL PATTERN V

The What

Lunch or dinner:	Suggested menu:
Cereal product main dish	*Spaghetti with Tomato Sauce
Salad	*Tossed Salad

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*Recipe cards available

Bread	French or Italian Bread *(toasted with garlic butter, if desired)
Dessert	Canned Fruit or Gelatin Whip
Beverage	Milk

The Why

New learnings:

Choosing a cereal product main dish and a variation of a type of bread as a way of including foods from the Bread and Cereal Group in the diet

Applying the rule for protein cookery to the preparation of bacon

Adding vegetables to partially cooked bacon at the correct time

Preparing a sauce using canned soup as a basic ingredient

Preparing tossed salad carefully to avoid overhandling

Adding commercial dressing to salad immediately before serving

Serving tossed salad correctly

Using a specialized type of bread

Preparing garlic butter

Preparing garlic bread correctly

Using flavored gelatin as a dessert

Increasing emphasis on time management in preparation of a meal involving more preparation so that all foods are ready for serving at the same time.

GENERALIZATION. Meals which are more complicated and include a variety of preparation techniques require more detailed planning so that each step in the preparation will be started at the proper time.

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*Recipe cards available

TEACHER'S NOTES

VOCABULARY SUGGESTIONS

UNIT IV

availability
batter
biscuit method
bran
Bread and Cereal Group
cereal
cereal product
commercial-prepared mix
corn meal
dried fruit
enriched
energy
flavored commercial gelatin
fortified
fuel foods
gelatin whip
grits
home-prepared mix
kneading
limpa
liquid shortening
macaroni
"Master Mix"
milling
muffin method
muffin variation
noodles
protective wrappings
pumpernickel
quick breads
ready-to-eat
recipe-prepared mix
refined
spaghetti
starch cookery
starchy
vermin
whole grain
yeast breads

RESOURCE MATERIALS

UNIT IV

BOOKS

	A	B-I†	B-II†
Barclay, Marion S., and Champion, Frances Teen Guide to Homemaking	pp.294, 317-321; 326-327, 330	pp.315,320, 470-471*	pp.60-62; 330,458*, 488*
Better Homes and Gardens Junior Cook Book		pp.30*-31*	
Carson, Byrta, and Ramee, MaRue C. How You Plan and Prepare Meals	pp.52,112, 301-315, 455	pp.170,175, 179,313; 318-319, 478*, 529*	pp.81-82, 303,306, 469
Clayton, Nanalee Young Living			pp.84-86, 143
Duffie, Mary So--You Are Ready to Cook	pp.49-50, 59-60, 118-119, 191-192	pp.120,123	pp.27-28, 31-34; 39-40, 187-188
General Mills Betty Crocker's Cook Book for Boys and Girls			
Hatcher, Hazel M., and Andrews, Mildred E. Adventuring in Home Living Book I, rev.ed.		pp.190, 208*	pp.145-149
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking	pp.273-274	pp.277*-278	

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*Recipe

†This column shows numbers for Meal Pattern.

B-III/	B-IV/	B-V/
pp.328, 466*-467*	pp.316,455*	pp.311,330, 455*
		pp.186*-187*
	pp.199,204, 499*	pp.92, 195-197, 200,202, 467
pp.149-150	p.146*	pp.141-144
	p.108*	
	pp.112*-113, 169*	
	p.159	pp.195-196
pp.292-293	p.270	pp.267-271

	A	B-I†	B-II†
McDermott, Irene E., and Nicholas, Florence W. Homemaking for Teen-Agers Book I, rev.ed.	pp.224-251	pp.226-230	pp.241-246
Wieland, Lauretta L. At Work in the Kitchen			
FILMSTRIPS			
"Biscuit Method" Quick Breads Wheat Flour Institute Color (5436) $3.00	X		
"Muffin Method" Quick Breads Wheat Flour Institute Color (5436) $3.00	X	X	
FREE AND INEXPENSIVE MATERIALS			
Cereal Institute, Inc. Why Eat a Good Breakfast? (Filmstrip, color, free)			X
Kellogg Company Good Health Record (Student leaflet)	X	X	X
Maltex Company Eat the Basic 4 Every Day (Student sheet)	X	X	X
National Dairy Council Food Models (Colored, cardboard punchouts)	X	X	X
The Four Food Groups (Wall chart and student notebook sheet)	X	X	X
A Guide to Good Eating (Wall chart and 4"x6½" student charts)	X	X	X

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*Recipe

†This column shows numbers for Meal Pattern.

B-III✓	B-IV✓	B-V✓
		pp.209-212, 256B
		p.118*
X	X	
X	X	X
X	X	X
X X X	X X X	X X X

	A	B-I/	B-II/
National Live Stock and Meat Board			
Food to Grow On (Student booklet)	X	X	X
My Daily Food Record (Student leaflet)	X	X	X

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*Recipe

/This column shows numbers for Meal Pattern.

B-III+	B-IV+	B-V+
X	X	X
X	X	X

UNIT V

THE MEAT GROUP

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Information and Knowledge	
The pupil should acquire a basic foundation in the fact and information necessary to an understanding of the unit.	
Understandings The pupil should understand that:	A. Important aspects regarding the Meat Group to be developed during the unit
The Meat Group of the daily food guide includes meat, fish, poultry, eggs, and the meat alternates—dry beans, dry peas, lentils, nuts, and peanut butter.	Importance of the Meat Group Foods that belong to this group Main nutrient of the Meat Group
Foods in the Meat Group are classified as protein foods.	Number of servings recommended daily
Foods from the Meat Group are important for helping to build and repair body tissues and promote growth.	Definition of a serving Ways of including these in the daily diet
The *Guide to Good Eating* recommends that everyone have two or more servings of food from the Meat Group each day.	Proper storage Basic principles of protein cookery
Knowing the quantity of various Meat Group foods that constitutes a serving will help in estimating the daily intake.	B. Suggested approaches to the development of the unit
It is important to take time to eat a good breakfast.	A breakfast containing two Meat Group foods

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.

A. Important Aspects Regarding the Meat Group to Be Developed during the Unit

Explain to the class that there is a variety of goods classified as the Meat Group in the Guide to Good Eating. List the foods belonging to the Meat Group:

meat
fish
poultry
eggs

List also some meat alternates:

dry beans
dry peas
lentils
nuts
peanut butter

Initiate a discussion by asking the question "Why are so many different varieties of foods grouped under the heading of Meat Group?" Then introduce the term protein and be certain that the class understands that protein is the basic constituent of each of these foods.

Provide textbook and pamphlet materials for study by the class on the topic "What Does the Meat Group Do for Our Bodies?" Schedule class time for the collection of this information.

Divide the class into small groups of four or five pupils with a secretary for each group. Have each small group formulate a concise list of the values of the Meat Group in the diet. Have each secretary list the results of group thinking on the chalkboard. From these assorted lists, have the class compile precise statements that best explain the value of meat and meat alternates. Have the class copy these into their notebooks. Be certain that the list includes the facts that foods from the Meat Group build strong muscles, make healthy blood and body tissues, promote growth, and provide energy.

Consult the Guide to Good Eating and note that the Guide recommends that everyone should have two or more servings daily of foods from the Meat Group. Check with the class on whether each person's diet fulfills this minimum requirement.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
A low cooking temperature is recommended for proper preparation of foods in the Meat Group.	A hot luncheon or supper containing a fish sandwich or a cold luncheon or supper containing fish salad
Proper storage is most important for most of the foods in the Meat Group because these foods spoil easily and absorb odors easily.	A dinner containing broiled meat

Skills

The pupils should practice some basic skills through the preparation of simple foods.

Relationship skills

The pupil should:

be an effective member of a class family group

learn to follow class routines in sharing work with other members of the group

recognize how to assist another member of the group without limiting that person's opportunities to learn.

Managerial skills

The pupil should:

realize that good kitchen management enables a person to accomplish more in less time with less effort

assemble needed supplies before starting the preparation of a particular recipe

practice good standards of work.

Prepare a display of the quantity of the various foods that constitutes one serving of typical foods from the Meat Group in order to help the pupils in estimating their daily intake:

2 ounces cooked lean meat, poultry, or fish
2 eggs
2 slices American or Swiss cheese (1 ounce slices)
4 tablespoons creamed cottage cheese
4 tablespoons peanut butter
1 cup cooked dried beans or peas.

Select from the food models all foods that belong to the Meat Group. Note the great variety of main dish possibilities of Meat Group dishes.

Read some menus. Have several members of the class select the Meat Group food in the meal. In these menus, include some of the meat-alternate foods. Note that the other foods in a meal are usually planned to accompany the meat in the meal. Note also that, when it is necessary to make a substitution for meat as a source of protein, various combinations of milk, cheese, eggs, dried beans, peas, and peanuts may be used.

Ask the class to list their three favorite Meat Group dishes or types of Meat Group foods. Then tally the results with the class to determine the class favorites. Select a panel from the class to lead the discussion as to why these are favorites. Consider flavor, appetite appeal, color, and texture.

From this list of favorites, list the favorite meats of America:

beef veal pork lamb

Correlate the study of meat with history. Show the importance of meat in the diet by tracing the development of meat processing from pre-historic times through present assembly line processing methods. Stress the fact that early civilizations realized the value of meat. People moved to new areas when the meat supply was depleted, obtained it at great personal risk, had to consume it immediately, and had meat only when they were fortunate in hunting. Contrast this method with today's method of using superior storage facilities which make meat available at all times. Meat has become a basic, important part of the American diet.

Initiate a discussion that will impress upon the class the importance of foods from the Meat Group in diets of most of the countries throughout the world. Have pupils list orally some of the Meat Group foods particularly associated with a specific country.

Introduce the term meat extender. Explain that, because meat has satisfying flavors, other foods may be used with it as "extenders."

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT

Manipulative skills

The pupil should:

learn to care properly for the kitchen and its equipment

assist in correctly preparing and serving simple, nutritious, appetizing meals using foods from the Meat Group

follow carefully the cooking principles for foods from the Meat Group to insure well-prepared food

practice good standards of neat personal appearance and neat kitchen appearance during the preparation of meals

use new techniques and cooking processes involved in preparing foods during laboratory experiences.

Attitudes and Appreciations

The pupil should:

develop an appreciation of the part foods in the Meat Group play in our diet

develop some satisfaction in helping prepare and serve meals that are nourishing, attractive, and good to eat

realize that individual abilities differ in tempo of work and skill

appreciate the importance of good table manners and of being considerate of others at all times

Give examples, such as:

meat stew
meat loaf
dishes in which meat or fish are combined with rice,
spaghetti, noodles, or bread crumbs.

Point out that there is sometimes confusion between "meat extenders" and "meat alternates." Review the fact that meat alternates are the foods in the Meat Group which are not meat but which, like meat, contain protein.

Ask the class to list the reasons for cooking meat:

to improve flavor and appearance
to make it safe to eat
to make it tender.

Give the basic rule of low temperature for cooking meat and meat alternates. Stress that at higher temperature the protein foods become rubbery, lose their juices, and shrink in size.

Discuss and demonstrate various ways of preparing eggs for breakfast that fall within the Homemaking Two level of learning. Call attention to the fact that low temperature is the basic rule for each of the egg preparations.

Discuss with the class the types of storage that are recommended for the wide variety of foods in the Meat Group. Some of the Meat Group foods may be stored in jars and cans on the cabinet shelf. Other Meat Group foods, such as fresh meat, fowl, fish, and eggs, are perishable and require immediate and constant refrigeration.

During the various demonstrations and laboratory experiences throughout the unit, discuss proper storage of the particular foods being considered.

With the pupils, plan meals for the day based on the principles of good meal planning; namely, choosing foods from the various food groups considering interesting combinations which have variety and contrast in color, flavor, and texture.

Have students check on their present eating habits and write a short report on how their choices of food may have changed because of this food study.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
realize the importance of obtaining an adequate daily diet containing a variety of foods from the Basic Four Food Groups in correct quantity **develop an eagerness to try to meet the daily food requirements.**	

B. Suggested Approaches to the Development of the Unit

MEAL PATTERN I

The What

Breakfast:	Suggested menus:
Fruit juice	Blended Fruit Juice
Eggs	Fried or *Scrambled Eggs
"Oven-fried" meat	*"Oven-Fried" Bacon
Bread	Toast
Milk beverage	*Cocoa or Milk

The Why

New learnings:

Discerning ways of including foods from the Meat Group for breakfast

Using the oven for preparing bacon

Preparing eggs in various ways

Recognizing the appearance of correctly prepared eggs

Combining two basic principles of cookery--starch and protein--in the preparation of cocoa (thoroughly cooking the cocoa in water, then applying low heat after adding the milk).

GENERALIZATIONS. Including foods from the Meat Group increases the nutritional value of a breakfast.

Breakfast should supply about one-fourth of the total daily food needs of the body.

Eating breakfast is important for normal, wholesome, healthy living.

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*Recipe cards available

MEAL PATTERN II

The What

Luncheon or supper:	Suggested hot menu:
Canned fish sandwich	*Tuna Mushroom Toasts
Salad	*Molded Fruit Salad
Beverage	Vegetable Juice
	Suggested cold menu:
Canned fish salad	*Tuna Salad in Lettuce Cups
	Slice of Tomato
Bread	Blueberry or Orange Muffin (commercial mix)
Beverage	Milk

The Why

New learnings (General):

Understanding many ways of including food from the Meat Group in the daily diet

Recognizing the nutritional value of fish

Varying the menu by including canned fish products

Utilizing the flavor, nutritional quality, and economy of canned fish.

New learnings (Menu I):

Using fruits in flavored gelatin

Preparing a gelatin salad by combining fruits that sink with foods that float to avoid the waiting period for the gelatin to thicken before adding fruit.

Fruits that sink	Foods that float
canned apricots	banana slices
canned raspberries	fresh grapefruit sections
canned peaches	fresh peach slices
canned pears	fresh pear slices
Royal Anne cherries	apple cubes
fresh grapes	marshmallows
fresh orange sections	broken nut meats

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*Recipe cards available

Using canned cream soup as a cream sauce and combining it with canned tuna

Spreading mixture to edge of toasted bread

Placing sandwiches correct distance from broiler unit

Timing sandwiches when broiling

Observing safety precautions when removing hot sandwiches from broiler

Cleaning broiler compartment.

New learnings (Menu II):

Selecting, for a salad, ingredients that combine well in flavor, color, and texture

Combining salad ingredients gently to avoid crushing

Preparing lettuce cups

Using a commercial muffin mix for variety in flavor.

GENERALIZATION. Canned fish is a nutritious, economical addition to the daily diet.

MEAL PATTERN III

The What

Dinner:	Suggested menu:
Broiled meat	*Broiled Ground Beef Patty
Cooked vegetables	Instant Potatoes Buttered Green Beans (frozen)
Salad	*Waldorf Salad
Dessert	Instant Milk Pudding

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*Recipe cards available

The Why

New learnings:

Recognizing the importance of including food from the Meat Group in the dinner meal

Serving a variety of foods at the main meal

Preparing ground meat in an appetizing way for dinner

Forming meat patties

Applying principles of broiling to meat

Preparing dehydrated potatoes, noting element of time, money, and effort

Evaluating the instant potato product as to flavor and texture

Including a simple, quickly prepared dessert when preparing a more involved meal

Preparing a nutritious dinner which requires relatively little skill and time

Recognizing the value of dinner as a time for family gathering

Realizing the importance of having a pleasant, relaxed atmosphere at the evening meal.

GENERALIZATION. By planning a menu of simply prepared dishes, an attractive and nutritious dinner can be prepared, even by a novice.

VOCABULARY SUGGESTIONS

UNIT V

assembly line
broiler compartment
dehydrated
"instant" potato
lentils
meat alternate
meat extender
Meat Group
meat processing
"oven-fried"
poultry
protein
slaughtering

TEACHER'S NOTES

RESOURCE MATERIALS

BOOKS	UNIT V A	B-I†	B-II†	B-III†
Barclay, Marion S., and Champion, Frances Teen-Guide to Homemaking	pp.292-293, 303-310	pp.444*-445*	p.455*	p.459*
Better Homes and Gardens Junior Cook Book		pp.126-127*	pp.174*-175, 184*-185	
Carson, Byrta, and Ramee, MaRue C. How You Plan and Prepare Meals	pp.49,152, 251-263; 264-265; 272,292, 294-295	pp.81,259, 261,314, 507*-508*	pp.201-203, 232,322, 491*	pp.101,103, 160,189-190, 497*
Clayton, Nanalee Young Living		p.151	pp.145-146	
Duffie, Mary So—You Are Ready to Cook	pp.65-67, 98-99, 147-149, 197-198	pp.67*-68*	pp.89*, 109	p.113
General Mills Betty Crocker's Cook Book for Boys and Girls		pp.86*-87*	p.132*	p.141
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking	pp.279-280	p.281*		

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*Recipe

†This column shows numbers for Meal Pattern.

	A	B-I†	B-II†	B-III†
McDermott, Irene E., and Nicholas, Florence W. Homemaking for Teen-Agers Book I, rev.ed.	pp.185, 293-310	pp.294-298	pp.277*, 299-300	
Wieland, Lauretta L. At Work in the Kitchen			p.73	p.26
FILMS				
Cooking: Planning and Organization Young America Films, 1949 10 min. b&w (X-C-68)				X
A Date with Your Family Simmel Meservey, 1950 10 min. b&w (X-D-52)				X
Dining Together Films Inc., 1949 10 min. Color (X-D-30)				X
FREE AND INEXPENSIVE MATERIALS				
Cereal Institute Inc. Why Eat a Good Breakfast? (Filmstrip, color, free)		X		
Kellogg Company Good Health Record (Student leaflet)	X	X	X	X
Maltex Company Eat the Basic 4 Every Day (Student sheet)	X	X	X	X

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*Recipe

†This column shows numbers for Meal Pattern.

	A	B-I†	B-II†	B-III†
National Dairy Council __Food Models__ (Colored, cardboard punchouts)	X	X	X	X
__The Four Food Groups__ (Wall chart and student notebook sheet)	X	X	X	X
__A Guide to Good Eating__ (Wall chart and 4"x6½" student charts)	X	X	X	X
National Live Stock and Meat Board __Food to Grow On__ (Student booklet)	X	X	X	X
__My Daily Food Record__ (Student leaflet)	X	X	X	X
Sunkist Growers __There Comes a Day__ (Student booklet)		X	X	X

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*Recipe

†This column shows numbers for Meal Pattern.

UNIT VI

SPECIAL OCCASION FOODS

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

Friendliness, courtesy, and kindness are the basis of hospitality.

Methods of entertaining vary with the family, the community, and cultural customs.

The needs of the family must be considered when entertaining.

Co-operation between members of the family is necessary when guests are being entertained in the home.

Pre-planning makes entertaining easier for the hostess.

Simple entertaining is usually more enjoyable for both hostess and guests.

OUTLINE OF CONTENT

A. Important aspects regarding Special Occasion Foods to be developed during the unit

Meaning of hospitality

Types of family entertainment

Co-operation between family members when entertaining

Sequence of steps when planning a party

Nutritious food for entertaining

Qualities of a good hostess and congenial guests

Buffet service

Planning of a culminating party

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.

A. Important Aspects Regarding Special Occasion Foods to Be Developed during the Unit

Have several members of the class give the meaning of the term hospitality. From these comments, build a class discussion stressing that hospitality is based upon receiving guests with kindness and consideration. Note that friendship and hospitality are interrelated.

Impress upon the class that hospitality is part of the homemaker's job; that each family member should be friendly, kind, and courteous to all visitors in the home; that no matter how humble the home, the family should be glad when people visit and that, in turn, family members should consider it an honor and a privilege to be invited to a friend's home.

Make a survey of the types and varieties of social activities pupils enjoy with their families and friends in the particular school community. Through discussion, develop an appreciation for the differences in the customs of various ethnic and cultural groups.

Discuss the part hospitality plays in divergent social situations; for example, a family dinner to celebrate an important event like a birthday, graduation, or promotion; an outdoor barbecue or picnic; a slumber party; a church social; or a community center activity.

Ask pupils to describe some interesting ways in which their family, or some families they know, celebrate special occasions together.

With the class, plan a bulletin board display showing possible activities for family entertainment.

List some favorite ways for teen-agers to entertain their friends:

records or TV party
dance
back-yard party
kitchen party
slumber party
party for a special occasion or a particular holiday
theater party
breakfast, luncheon, or dinner party

List the living areas in which entertaining may occur. List such places as kitchen, family room, patio, garden, dining room, fireplace area. Also decide how methods of entertaining vary, depending upon the area in which the entertaining occurs.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Food for entertaining should be simple, should meet some of the daily requirements of the guests, and should be free from an abundance of "empty calories."	B. Suggested approaches to the development of the unit A buffet including cookies and a beverage or
Buffet service is an easy way to serve a large number of guests.	A buffet including pizza and a beverage
Skills	
The pupil should practice some basic skills through the preparation of simple foods.	
Relationship skills	
The pupil should:	
increase in ability to plan with the family	
realize that, if family members co-operate, entertaining guests is more enjoyable for all	
realize that sometimes adjustments are necessary when other members of the family entertain	
learn social amenities required of a good hostess as well as of a congenial guest	
practice courteous methods of greeting guests and introducing them to other members of the family and to each other.	
Managerial skills	
The pupil should:	
increase in ability to entertain with ease	

Discuss reasons why co-operation is necessary between family and child when planning entertainment at home. Such facts as these should be considered:

Do all family members do their share to make people feel welcome in their home?

Do parents help to make their children's friends feel welcome?

Do family members see that their guests feel comfortable and at ease?

What adjustments are required of the family when guests are in the home?

Discuss ways in which the family may help in entertaining.

Correlate the work of home economics and language arts with lessons on the correct writing of invitations to a social event and on the proper method of introducing guests.

Have students play the roles in several situations regarding entertaining when introductions are required. During the role-playing, bring out some activities and arrangements for the guests' comfort according to the particular social situation:

A girl is entertaining five or six friends from school at a slumber party in the home. Her family has previously met only one of the girls.

A teen-ager is having a pizza party for boys and girls in the basement family room. A brother knows three of the boys, but the other members of the family do not know the guests.

The school is having a picnic for Class Day. Teachers and parents will be present. The parents know some of the teachers, but have not met other teachers.

From suggestions of the class, orally outline some basic factors that must be considered when planning to entertain guests in the home. Include such items as:

obtaining of family approval
date and time of party
amount of money to be spent
planning of the type of entertainment—formal, informal, central theme for a special occasion or a particular holiday
setting for the entertaining—family room, dining room, patio
list of guests to be invited
type of food service—buffet, formal "sit-down" meal
selection of suitable menu

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT

realize that advance planning helps insure success when entertaining

learn to list jobs to be done before the party, supplies and equipment needed, and jobs to be done after the party to help make the party operate smoothly.

Manipulative skills

The pupil should:

learn to assist in planning and preparing a menu that is easy to serve buffet style

use ideas from magazines and newspapers to help develop ideas for entertaining

learn to adjust entertaining to the facilities available at home

assist in setting an attractive table, including an appropriate centerpiece.

Attitudes and Appreciations

The pupil should:

develop an appreciation of the value of taking part in social activities at home, in school, and in the community.

writing of invitations
planning of appropriate entertainment--music, games, conversation, television
advance preparation required--dishes, tables, seating spaces, food
duties of hostess
proper introduction of guests to one another and to other members of family
hospitality--making guests feel at home
necessary clean-up after the party.

Discuss the part food plays in hospitality; there is something about eating that makes everyone feel friendly and comfortable.

Point out to the class that when planning food for entertaining, the food should be simple, nutritious, enjoyable, and appropriate for the kind of party. Furthermore, party foods are part of the daily intake of food and should help to meet some nutritional requirements for the guests.

Stress that the purpose of entertaining is to provide a good time for all--the hostess and the guests. Only if the hostess enjoys the party will the guests enjoy it. Caution the class against planning foods that are too elaborate and involved for their limited capabilities.

Ask the class to comment on the following statement:

> "A person's behavior when in the home of another usually tells a story about his own home and family."

Prepare a bulletin board display of attractive table settings, considering such factors as attractive arrangement of dishes and serving pieces, color of dishes and linens, possible attractive centerpieces or decorative favors related to the theme of the party. Suggest watching newspapers and magazines for ideas and also suggest the possibility of building a file of ideas for possible future entertainment.

Introduce the idea of buffet service as an easy way of serving a larger number of people than can be accommodated at the table. Point out that buffet service is particularly suitable for teen-age parties because of its informal nature and the fact that much of the food can be prepared in advance, leaving the hostess free to enjoy her guests.

Have the class consider guests they would like to entertain during a laboratory period. Stree that this entertaining would be a culmination of all that the class has discussed regarding good management techniques, invitations, manners, introductions, types of food to be served. Plan for a buffet type of service. Some possible guests are:

- some of the teachers of the class members
- another homemaking class
- a 6A class that will be having homemaking next semester to acquaint the girls with the function of the homemaking laboratory
- boys from the pupils' homeroom class.

B. Suggested Approaches to Development of the Unit

MEAL PATTERN I

The What

Buffet:	Suggested menu:
Cookies	*Oatmeal Cookies *Brownies, *Chocolate Chip Cookies, *Peanut Butter Cookies, or *Sugar Cookies
Punch	*Fruit Punch
OR	
Pizza	*Pizza
Beverage	Fruit Juice

The Why

New learnings:

General

Practicing social amenities

Observing party manners

Using food as a symbol of hospitality

Making simple foods festive

Cost of entertaining guests.

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*Recipe cards available

Menu I (Cookies and Punch)

Comparing nutritive values of various kinds of cookies

Making a baked product from a recipe

Measuring flour mixtures correctly

Dropping cookies on properly prepared sheet

Evaluating a baked product

Recognizing nutritive value of fruit punch

Combining fresh, frozen, and canned juices

Preparing garnishes

Serving neatly and easily from a punch bowl, if one is used.

Menu II (Pizza and Fruit Juice)

Recognizing another use of dough

Kneading dough

Forming rim on edge of circle of dough to hold ingredients

Adding variety of ingredients in correct order

Cutting pizza with kitchen scissors for easy serving

Appreciating food habits of other cultures.

GENERALIZATIONS. Party foods can be simple and nutritious.

The success of entertaining is more dependent upon good planning than upon the amount of money spent.

A good hostess makes the guests feel at home; a congenial guest observes good behavior and good manners.

VOCABULARY SUGGESTIONS

UNIT VI

- buffet service
- central party theme
- courtesy
- cultural customs
- entertaining
- ethnic groups
- family room
- formal
- hospitality
- informal
- patio
- pizza
- punch
- slumber party
- social amenities

RESOURCE MATERIALS

UNIT VI

BOOKS	A	B
Allen, Betty, and Briggs, Mitchell *Mind Your Manners*	pp.37-40, 54-78	
Barclay, Marion S., and Champion Frances *Teen Guide to Homemaking*	pp.162-163, 168-179, 341, 384-388	pp.324-327, 457*,482*
Better Homes and Gardens *Junior Cook Book*		pp.57*, 62-63*, 82-83
Carson, Byrta, and Ramee, MaRue C. *How You Plan and Prepare Meals*	pp.13,17,28	pp.328-331, 362-363, 369, 542*-543*
Clayton, Nanalee *Young Living*	pp.20-24, 29-31, 48-52, 93-103	pp.125-126* 128-129*
Duffie, Mary *So—You Are Ready to Cook*	pp.163-165, 219,227	pp.58*,166*
General Mills *Betty Crocker's Cook Book* *for Boys and Girls*	pp.152*-153	
Hatcher, Hazel M., and Andrews, Mildred E. *Adventuring in Home Living* Book I, rev. ed.		pp.187*,206*

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*Recipe

	A	B
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking	pp.72-74, 92-98, 238-239, 248,250	pp.248*-249
McDermott, Irene E., and Nicholas, Florence W. Homemaking for Teen-Agers Book I, rev.ed.	pp.82-83, 86-89, 313-317, 323, 330-331	pp.183*, 236-239, 306-307* 339
FILM		
What Makes a Good Party? Coronet Films 10 min. b&w (X-W-64)	X	
FILMSTRIPS		
Class Parties McGraw Hill b&w (1124)	X	X
FREE AND INEXPENSIVE MATERIALS		
Evaporated Milk Association Candies and Confections (Leaflet)		X
Kellogg Company Good Health Record (Student leaflet)	X	X
Maltex Company Eat the Basic 4 Every Day (Student sheet)	X	X

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*Recipe

	A	B
National Dairy Council		
An Album of Snacktime Hits (Student booklet)		X
Food Models (Colored, cardboard punchouts)	X	X
The Four Food Groups (Wall chart and student notebook sheet)	X	X
A Guide to Good Eating (Wall chart and 4"x6½" student charts)	X	X
National Live Stock and Meat Board		
Food to Grow On (Student booklet)	X	X
My Daily Food Record (Student leaflet)	X	X
TEACHER REFERENCE		
Wheat Flour Institute		
Snack Foods (Booklet)		

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*Recipe

TEACHER'S NOTES

OVERVIEW OF SEMESTER'S WORK

HOMEMAKING THREE - CLOTHING

This semester's work is planned to develop some skill in the use of basic sewing tools and equipment and in the techniques involved in the construction of simple projects, as well as in the care and repair of clothing. A sequence of projects will be constructed by the unit method.

The unit method is an organized way of making a project, unit by unit. It is an efficient way of working that saves time, lessens the confusion arising from not knowing how to do things, and produces projects with a quality look. Because the learning is gradual, the subject content can be understood and made to seem easy.

The unit method is based upon the learning of certain techniques and procedures applied to each unit of a project and to the joining of the unit. The following principles are fundamental and characteristic:

A PROGRESSION OF LEARNING, from the easier to the more difficult. In each project some new learnings are acquired.

PLANNING, including the selection of materials, a study of directions, and an outline of procedure.

PROCEDURE IN MAKING THE PROJECT UNIT BY UNIT, all work on one unit being completed as nearly as possible before any two units are joined to make a larger unit.

GRAIN AS THE GUIDE—

in the preliminaries (preparing the fabric and laying, pinning, and cutting the pattern)

in the construction (directional stitching, including staystitching and construction stitching; fitting; and directional pressing).

EMPHASIS ON MACHINE SEWING, rather than on hand sewing.

A MINIMUM OF BASTING, with the use of pin or machine basting, when necessary.

EMPHASIS ON PRESSING, a continual process throughout the making of the project.

These principles are basic to all sewing. They may be developed through a series of such projects as suggested here. Each new project includes some of the learnings of the preceding one and some new learnings. Thus the learning is a gradual building process that is easy, logical, and understandable.

Construction is only one phase of the Homemaking Three course. The construction experience can be the motivating and guiding force to the semester's program. Through it all the related areas can be developed.

It is the plan to have Unit II, "Increasing Your Ability to Sew," continue throughout the twenty weeks and to have Unit III, "Making the Most of Yourself"; Unit IV, "Making the Most of Your Wardrobe"; and Unit V, "Being a Wise Consumer" integrated as related work.

TEACHER'S NOTES

UNIT I

ORIENTATION TO THE SUBJECT

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

It takes careful planning to meet the requirements for the semester's work.

Good management involves cooperative planning and cooperative use of the laboratory.

Each member of the group must assume specific responsibilities in order for the class to work effectively in the laboratory.

There is value in working well with others.

Clothing construction is closely related to personal grooming and to the care, repair, selection, and purchase of clothing.

OUTLINE OF CONTENT

A. Outline of the semester's work

Orientation to the subject

Increasing your ability to sew

Making the most of your appearance

Making the most of your wardrobe

Being a wise consumer

B. Acquaintance with the laboratory

Organization of the laboratory

Equipment for work areas

C. Discussion of laboratory procedures

Organization of family groups

Time division for laboratory projects

Division of the housekeeping responsibilities

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to pupils according to their needs, abilities, and interests.

A. Outline of the Semester's Work

Briefly outline with the class the content of this semester's work:

Unit	Title
I	Orientation to the Subject
II	Increasing Your Ability to Sew
III	Making the Most of Your Appearance
IV	Making the Most of Your Wardrobe
V	Being a Wise Consumer

Explain the organization of the semester's work to the class. Emphasize the fact that the care, repair, selection, and purchase of clothing will be studied as well as clothing construction.

Distribute to the pupils a list of the course requirements (to take home for their parent's signature), pointing out the time limit for meeting them, such as:

laboratory fee, if any
notebook
fabrics and notions
tools.

Display samples of projects to be constructed. Stress the importance of establishing and maintaining good standards of work and keeping up with the time schedule.

Explain to the class the time allotment for the completion of projects. Work out a daily time plan showing how much should be accomplished in each laboratory period.[25]

Explain the layout of the laboratory, pointing out such areas as those for storage, work, pressing, and handwashing.

Discuss with the class ways to keep the laboratory in good order and factors that make for an efficient and profitable class, such as:

placing purse and books in place designated

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[25] Ibid., p. 23.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT

Skills

The pupil should practice some basic skills through the participation in the laboratory experience.

Relationship skills

The pupil should:

recognize the importance of progressing with the class in order not to delay others

learn to assume individual and group responsibility through proper placement and use of equipment

learn to assume individual and group responsibility in caring for the laboratory and equipment

learn to work co-operatively in a group

begin to establish a pattern for good laboratory conduct.

Managerial skills

The pupil should:

understand the value of and reasons for time allotments

consider the time and energy conserved through proper placement and storage of equipment

develop safe work practices

become familiar with jobs to be done and develop a plan for executing them

keeping own work area neat and clean
putting chairs and stools in place after use
returning supplies to their proper place
practicing safe work habits for the protection of all concerned
being prompt, orderly, and courteous
co-operating with classmates and the teacher.

B. Acquaintance with the Laboratory

Acquaint the class with the work areas and the equipment in each area. List the various tasks necessary to maintain each area and to keep the laboratory attractive and in good working condition:

replenishing supplies in work areas
keeping table surfaces, window sills, sinks, mirrors, and floors clean
protecting the finishes of surfaces
cleaning and oiling the sewing machines
keeping bases of irons clean and smooth
laundering and replacing pressing board covers periodically
storing equipment, supplies, and student projects
keeping bulletin boards up-to-date
caring for plants and flowers.

Check all work areas, providing them with needed equipment that is in good working order:

handwashing area—soap, paper towels, waste basket, sponge, and cleanser
cutting and sewing areas—scissors, shears, gauges, a piece of stiff cardboard or a cutting board (to protect the table top when using a tracing wheel), thimbles, a variety of threads, needles, and a scrap container
sewing machine area—seam guide and screw, threading instructions, thread, scissors, ravel bag, small dust cloth, and machine oil
pressing area—pressing boards, distilled water, measuring cup, bowl, pressing cloth, iron, and iron rest.

C. Discussion of Laboratory Procedures

Divide the class into family groups. The size of the class and number of work areas will determine the number of members in a group.

Decide how the period will be divided for laboratory work. Provide time for:

work preparation
work period
clean-up
summary and evaluation.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
follow plans and time schedules for daily progress and the semester's work.	

Manipulative skills

The pupil should:

learn to do the tasks necessary to keep the laboratory clean and in good condition.

Attitudes and Appreciations

The pupil should:

value organization as an aid in doing a job well

consider the values in a study of clothing.

Explain how the timer will be used as an aid to good management by reminding the class of the time at the end of each division of work. Demonstrate the operation of the timer.

Have pupils suggest ways of sharing housekeeping tasks. Stress the need for rotation of responsibilities.

Present a plan for the rotation of daily responsibilities in the form of a housekeeping chart. (See model).[26] Incorporate pupil suggestions where possible.

Decide and plan, with the pupils, the housekeeping responsibilities which are to be performed daily, weekly, and seasonally.

In planning for weekly or seasonal duties, list various tasks on cards. Describe the task to be done, materials to be used, and time required for completion. On the cleaning day, have each pupil take a card and perform the task described on it.

Clarify in the minds of the pupils that equipment within an area is to be shared. This may be done by a listing on the chalkboard.

GENERALIZATIONS. A knowledge of what has to be done enables us to plan better how and when to do it.

There are many tasks to be performed in the clothing laboratory. "Many hands make light work."

By accepting classmates as family members, good family relations can be practiced.

Wise planning in the use of time, energy, supplies, and equipment is necessary to the success of the class.

An efficient and profitable class requires the co-operation of all the class members.

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[26] *Ibid.*, p. 118.

VOCABULARY SUGGESTIONS

UNIT I

distilled water

pressing cloth

ravel bag

seam guide

tracing wheel

RESOURCE MATERIALS

UNIT I

BOOKS

	A	B	C
Barclay, Marion S., and Champion, Frances Teen Guide to Homemaking	pp.108-112, 228-243, 259-261	pp.125,136, 228-243, 259-260, 267-270	pp.228-243
Carson, Byrta H. How You Look and Dress	pp.157-166	pp.157-181	
Clayton, Nanalee Young Living	pp.215-223	pp.225-228	pp.223-225
Hatcher, Hazel M., and Andrews, Mildred E. Adventuring in Home Living Book I, rev. ed.	pp.360-364	pp.400-409	
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking	pp.303-307	pp.307-311, 313-322	pp.309-311
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UNIT II

INCREASING YOUR ABILITY TO SEW

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

Efficient use of the sewing machine requires a basic knowledge of its mechanism.

Proper care of the sewing machine insures longer life and better day-to-day operation of the machine.

Work plans, time schedules, and progress charts contribute to the completion of a job with greater ease and efficiency.

A handsewn project gives practice in the use of the thimble and needle.

Leisure time can be used to advantage by creating attractive accessories and by applying hand decorations.

OUTLINE OF CONTENT

A. Important aspects in developing ability to sew

- Introductory project
- Basis of the Unit Method
  - Learning principles of the Unit Method
  - Learning certain techniques
  - Making projects unit by unit
- Fabrics for beginning projects
  - Desirable qualities of fabrics
  - Preparation of fabric for use
    - Thread perfection
    - Grain perfection
    - Shrinking
- Acquaintance with construction terms
  - Building of the vocabulary
  - Understanding of terms
  - Proper use of terms

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.*

A. Important Aspects in Developing Ability to Sew

Have pupils tell what previous experiences they have had in clothing construction. Analyze what learnings they represent.

Explain to the pupils that a sequence of projects will be constructed by the Unit Method during the semester. These will include the following:

machine-sewn—"curtain" apron
pleated or gathered skirt
and/or
"popette" or blouse made from a commercial pattern

hand-sewn—felt case for either glasses or comb. (This project will be made concurrently with the machine-sewn project.)

Display the "curtain" apron, skirt, and "popette," or blouse as possible projects.

Explain to the pupils that the Unit Method of construction is an organized system of work that is applicable to the making of any project.

Assign pupils to sewing machines. It is desirable to have a sufficient number of machines so that no more than two girls need to be assigned to one machine.

Discover the pupils' ability to follow laboratory procedures and to utilize simple skills by having them make a fringed tray cloth, with machine stitching at the beginning of fringe to prevent raveling, as a pretest project.[27]

Give the pupils instruction on how to draw out threads on all four sides of the fabric for the tray cloth. Provide each pupil with a direction sheet and the needed supplies. Allow them to proceed without further instructions.

Observe the pupils' performance, noting such learnings as:

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*Note: Activities from Unit III requiring no machine work will be integrated with the machine-sewn projects so that pupils are utilizing their time to good advantage while waiting for machines during their laboratory period.

[27] Ibid., pp. 87-88.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
A basic knowledge of the terms used in construction processes is vital.	B. Suggested approaches to the development of the Unit Method
The principles of the Unit Method of construction provide a systematic procedure for work.	Machine-sewn projects made of cotton fabric "Curtain" apron
Each time a repeat learning occurs in a project, it should be performed with greater skill.	Pleated or gathered skirt and/or "Popette" or blouse
Each construction project should present new learnings with some repeat principles and techniques by which the degree of skill is developed.	Hand-sewn project Case made of felt for glasses or comb
Wise fabric selection involves a knowledge of color, design, and fiber content.	
Selection of a suitable pattern and fabric is essential to the making of attractive garments.	
Buying the correct pattern size and type eliminates most alterations in clothing construction.	
Good fit is an important requirement for attractive clothing.	
A knowledge of clothing construction helps to develop standards for buying ready-made garments.	
Knowing how to sew is a means of saving money.	
Good management practices aid in achieving perfection in clothing construction.	
High quality workmanship gives one a feeling of pride and satisfaction.	

preparation of work area for work
use of proper areas for work
preparation of fabric
procedure of pressing
posture at machine
proper threading of the head and bobbin of the sewing machine
correct placement of threads for sewing
correct starting and stopping positions of the needle, take-up lever, and presser foot
procedure for keeping sewing "clean" by cutting thread-ends as work proceeds
management of energy and time to best advantage
pleasant attitude for sharing tools and equipment
maintenance of clean work areas
following of written directions.

After summarizing and evaluating the work, discuss the results with the class. Point out areas in which the pupils showed ability or lack of ability to perform the skills.

Point out that there are principles that are fundamental to the Unit Method and that these will be the basis of study during the semester:

progression of learning—starting with a simple project and proceeding systematically to more difficult projects. (Each project will contain some new learnings as well as some repeat learnings.)

planning—including the selection of materials and making of an outline of procedure after studying the directions

making of the project unit by unit—completing all work on one unit as far as possible before joining any two units to make a larger unit

grain as the guide—
  in the preliminaries—preparing the fabric; laying, pinning, cutting, and marking the project

  in the construction—stitching directionally, including stay-stitching; pinning directionally; pressing directionally; and fitting

emphasis on machine sewing rather than on hand sewing

a minimum of basting—when necessary, using pin or machine basting

emphasis on pressing, a continual process throughout the making of the project.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT

Skills

The pupil should develop some basic skills through the construction of selected projects.

Relationship skills

The pupil should:

learn to work co-operatively in a group

apply new learnings to home and family

learn to share tools and equipment.

Managerial skills

The pupil should:

practice safe work habits for the protection of all concerned

use facilities in the laboratory intelligently

plan an orderly procedure for work

assume responsibility for progress in work

secure necessary personal supplies for construction projects within prescribed time

practice good work habits

apply the principles of the Unit Method of construction as a means of conserving time and energy

make use of self-help devices.

Impress upon pupils that the fabric must be grain-perfect before a project is begun and that grain perfection cannot be checked without the fabric first being thread-perfect.

Discuss the choice of fabrics for the projects. Have pupils realize that choice must be based on the suitability of the fabric to the project and to the ability of the pupil.

List and explain some desirable qualities of a fabric for beginning projects, such as:

ease in handling (cotton fiber)
firm weave (does not stretch or ravel easily)
design which does not require matching (plain color or small all-over design)
ease in care and maintenance (laundering, pressing)
resistance to shrinkage and fading of color
printed design which is on grain.

Distribute samples of cotton fabrics. Have the class analyze them as to suitability for the suggested projects, using the listed qualities as a guide. If the pupils are to buy their own fabric, warn them to remember these desirable qualities as guides for their choices.

Discuss with the class the importance of understanding and using proper terms for construction; the terms refer to performing a particular task in a particular way.

Write on the chalkboard a list of clothing terms that the pupils should understand. Include such terms as:

woven fabric
grain of fabric
pin baste
Unit Method of construction
securing of stitching
keeping work "clean"
overcast.

Refer to vocabulary lists in Homemaking One, Unit III.

Have the pupils keep a vocabulary list in their notebooks so that they may become more familiar with sewing construction terms. New words should be added as the work progresses.

With the class, make a review list of some of the important parts of the sewing machine. Have the pupils give the use for each part, such as:

spool pin
take-up lever
thread guides

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT

Manipulative skills

The pupil should:

thread and operate the sewing machine with ease and efficiency

recognize common machine difficulties and begin to understand how to correct them

learn to do some decorative stitches

increase skill in the correct use of sewing tools for a given task

use basic sewing and pressing equipment to advantage

construct well-made, attractive, simple garments.

Attitudes and Appreciations

The pupil should:

develop a proper attitude regarding care and use of equipment and supplies

realize that good care of equipment and supplies is basic to clothing construction experiences

recognize the importance of evaluating work throughout the semester

appraise her accomplishments through the use of evaluation charts

see individual performance as an integral part of class progress

presser foot
stitch regulator
tension.

GENERALIZATIONS. In selecting a clothing construction project, it is important to recognize individual ability and to choose projects that will utilize the present ability and provide new learning experiences.

The ease of constructing a project is determined to a great extent by the fabric selected.

Grain perfection is the basis for good fit and good appearance of a garment.

A small all-over designed fabric is a wise choice for a beginner because imperfections in the completed garment are less noticeable.

Fabrics which have designs requiring matching as well as fabrics which have a pile should be avoided until basic techniques have been mastered.

B. Suggested Approaches to the Development of the Unit

To keep every pupil engaged in worthwhile activity, have each one construct the case made of felt for comb or glasses concurrently with the "curtain" apron. It will be necessary to demonstrate the techniques and procedures on both projects as the pupils are ready for them.

List on the chalkboard two headings: New Learnings and Repeat Learnings. As a project is being made, list each learning under the proper heading. (All elements in New Learnings must first be demonstrated by the teacher. The Repeat Learnings incorporated in the activity should be performed with a degree of assurance by the pupils. Step-by-step models of techniques are effective aids to the pupils.

HAND-SEWN PROJECT

The What

Glasses case or comb case

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
learn the value of selecting suitable materials for projects	
have a regard for high standards of workmanship	
recognize that success in clothing construction depends upon following directions carefully	
appreciate her increased skill through repeated practice of construction techniques	
experience a feeling of pride and satisfaction in using and wearing completed projects	
analyze the advantages of self-made garments compared with ready-made garments.	

The Why

New learnings:

Using more than one unit (beginning of Unit Method of construction)

Using a pattern

Applying decoration

Accomplishing some new hand stitches.

The How (See pages 191 and 192 of this book.)

Because this is the first experience the pupil will have in cutting fabric from a pattern, demonstrate for the class the placing and pinning of the pattern on the fabric and the actual cutting of the project.

Demonstrate the construction of the felt case, re-emphasizing the correct use of the needle, thread, and thimble. (See Homemaking One, pages 42 and 43 of this book.

MACHINE-SEWN PROJECT I

The What

"Curtain" apron--design resembles curtain, casing and tie adjustable to size.

The Why

New learnings:

Dividing fabric into units

Filling a bobbin

Using a seam guide

Staystitching

Making a seam

Pressing and turning a tie

Making and using a gauge

Turning and pressing a hem

Stitching a hem

Making a casing

Securing stitching by retracing

Making and applying a patch pocket

Trimming excess material at corners of a pocket.

The How (See pages 191 and 192 of this book.)

Display the "curtain" apron.

Point out the close relationship of a "curtain" apron to curtains used in the home; have pupils recognize that the construction procedure is the same. Encourage them to try making curtains for a room at home. Let them suggest decorative touches that may be added.

Exhibit step-by-step models of techniques used in the apron and remind the class that these models will be available for reference.

After checking each pupil's fabric to determine that it is thread-perfect and grain-perfect, have pupils mark fabric for each unit of the apron. Be sure that the markings are placed along the crosswise grain of the fabric.

Demonstrate the tearing of the fabric into the three units for the apron—the skirt, the tie, and the pocket.

Guide the pupils with the dividing of fabric into units.

Allow pupils to begin construction of projects (not to exceed the demonstrated steps). Remind them that work is to be done on the hand project while they are waiting for their turns at the machine or for help from the teacher.

For ease of identification, have pupils label each construction unit with their own name, period of class, and name of unit.

Make sure pupils are recording their progress on individual progress charts. Distribute and explain evaluation sheets which are to be kept with projects. (See sample.)[28] Evaluate work and record the grades on the sheets.

Pupil assistants may be selected on the basis of the pupils' success on the pretest project, the tray cloth. Whenever possible, these pupils may assist the teacher or fellow classmates.

Review the upper threading of the sewing machine, emphasizing the spool pin, tension, thread take-up, thread guides, and needle. This may be accomplished by having pupil assistants give the demonstration.

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[28] Ibid., pp. 100-101.

Demonstrate the threading of the bobbin. Point out the names of the machine parts and show their use in the demonstration:

- stop motion screw on hand wheel
- bobbin winder spindle
- spool pin
- bobbin winder tension discs.

Each pupil should be given and made responsible for a bobbin. Allow each to fill her bobbin and set up the sewing machine for work.

Review the terms seam and seam allowance with the class. Show illustrations of plain seams.

Demonstrate the construction of the tie unit, using a plain seam. Include directions for:

- attaching a seam guide
- pin basting a seam
- using a seam guide
- retracing stitches at ends to secure stitching
- pressing the seam
- turning the tie
- edgestitching tie end
- pressing completed tie.

Guide pupils in the construction of the tie unit.

Show the class how to construct the skirt unit by demonstrating:

- staystitching the crosswise edges
- turning and pressing the hems for the sides which are selvage
- turning and pressing the upper and lower hems
- retracing at ends to secure stitching
- making a casing.

After the pupils have constructed the skirt unit, demonstrate the construction of the pocket units, the application of the pocket unit, and the insertion of the tie.

Direct the pupils in completing the construction of the apron.

Complete the evaluation of the felt project and the apron. Secure a corridor showcase, if possible, as a means of displaying pupils' work. In the display, provide a list of the learnings in each project.

Have the pupils clean out their storage areas and perform other necessary tasks. Show the class how to clean and oil a sewing machine and allow them to clean and oil their assigned machines.

Summarize the learnings in each unit. Develop with pupils generalizations that can be drawn. Test to discover the pupils' understanding of the learnings.

GENERALIZATIONS. A knowledge of sewing terms is important because they denote particular ways of performing an operation.

Grain of fabric is produced when the lengthwise and crosswise threads are woven together to make the cloth.

The grain of the fabric must be considered when preparing the fabric, laying the pattern, pinning, cutting, stitching, and pressing.

Use of tools, such as gauges and seam guides, makes it easier to produce satisfactory results.

The Unit Method of construction makes it possible to work more efficiently and proficiently.

Quality workmanship results from adhering to high standards.

MACHINE-SEWN PROJECT II

The What

Pleated or gathered skirt—design may be pleated or gathered, straight band with cut-on interfacing, side opening.

The Why

New learnings:

Selecting proper fabric for a skirt

Tearing material to personal measurement

Making pleats or making gathers

Measuring for waistband

Making and applying a skirt band with a cut-on interfacing

Applying fasteners

Finishing a hem by invisible machine stitching.

The How (See pages 191 and 192 of this book.)

Analyze with the class the differences between a poor quality and high quality skirt. Study two similar garments which exemplify such qualities as:

Poor Quality	High Quality
inferior fabric and trimming	good quality fabric and trimmings
lack of retention of shape after laundering	retention of shape after laundering
long stitches	about 12-14 stitches per inch
uneven stitching	even stitching
narrow, uneven seam allowances	generous and even seam allowances
unfinished seams (tend to ravel)	finished seams to prevent raveling
cut "off-grain"	cut "on-grain"
fasteners poorly secured	fasteners firmly secured
lack of ease in fastening (pulls, bags, wrinkles)	ease in fastening
thread of a color not matching the fabric	thread of a color matching the fabric
thread of inferior quality (seams break open)	thread strong enough to hold seams together

These sample garments may be commercially made or self made. This is an excellent opportunity to teach consumer education and to impress upon the pupil her part in making either a poor quality garment or a high quality garment.

If both a skirt and a blouse are to be made, let pupils decide whether they are to be matched to give a costume look or mixed to give the appearance of separates. If only the skirt is to be made, have pupils consider blouses in their present wardrobes and select fabric to harmonize with these.

Remind pupils that when selecting fabric for a skirt, the texture of the fabric needs to be considered. A fabric should be chosen which will look well when pleated or gathered, as the case might be. The fabric should be firm, smooth, and easy to handle.

With the class analyze the project for new and repeat learnings; list such on the chalkboard.

Demonstrate each new learning to the class at the appropriate time.

Remind pupils that step-by-step models are available for additional help.

Have pupils work in pairs for taking skirtband measurements and checking the skirt hems. (A tape measure stitched to a 1½" wide waistband is an invaluable aid in securing accurate waist measurement.)

Check each step of construction as the pupil progresses with her garment.

Have pupils list satisfactions gained through making a skirt.

Evaluate and record the completed project.

Display the garments in a corridor showcase if possible. When displaying work, state the learnings incorporated in each project.

MACHINE-SEWN PROJECT III

The What

"Popette"--Design is that of a simple blouse with a limited number of pattern pieces, no applied facings, and minimum fitting (shoulder length and body length).

The Why

New learnings:

Preparing fabric

Determining size

Determining the amount of fabric needed

Laying pattern pieces on identical grain

Stitching directionally

Trimming seams

Finishing seams

Clean-finishing.

The How (See pages 191 and 192 of this book.)

The "popette" is suggested as a project for the pupil whose sewing ability is limited.

Display a completed "popette."

Have pupils work in pairs, taking necessary measurements in the correct manner to determine pattern size.

Exhibit step-by-step models of the "popette" and demonstrate each new step at the appropriate time.

With the pupils, check to see that the fabric is thread-perfect and grain-perfect.

Check each step of construction as the pupil progresses with the garment.

MACHINE-SEWN PROJECT IV

The What

Simple blouse using a commercial pattern—design is simple and easy-to-make, with few pattern pieces, few details, fitted neck facing, and either sleeveless fitted armhole facings or hemmed cap sleeves, no collar, and minimum fitting (darts, shoulder line, and length of blouse).

The Why

New learnings:

Preparing fabric (shrinking cotton fabrics if not preshrunk)

Determining blouse pattern size

Selecting and using a commercial pattern

Determining the amount of fabric needed

Interpreting and using pattern markings

Altering darts

Laying pattern on a fold

Laying pattern pieces on identical grain

Stitching directionally

Staystitching off-grain edges

Transferring construction markings

Making darts or tucks

Trimming seams

Finishing seams

Understitching

Attaching neck and armhole facings

Clean-finishing

Underpressing

Blocking darts, shoulders, and hem.

The How

Analyze with the class the differences between a high quality and a poor quality blouse. Refer to the comparison made with the skirts on page 215.

Select a commercial pattern for a blouse which incorporates the features recommended in the design and follows the Unit Method of construction, referring to the instruction sheet as needed.

Have pupils work in pairs to take necessary measurements in the correct manner to determine pattern size and type.

Instruct each pupil to place her name on her pattern envelope.

Study the outside of the pattern envelope, noting such pertinent facts and information as amount of fabric needed for the chosen view and other materials which may be required for this garment.

Have pupils write their names on each pettern piece, select the pattern pieces that will be used for their chosen view, and place the unused parts in the envelope.

Read and study the pattern guide sheet with the pupils. Instruct them to encircle the layout view for their pattern and fabric.

Guide the pupils with the preparation of a progress work chart for use as they construct the blouse.

Check each step of construction as the pupils progress with their garments.

With the class, examine the pattern pieces for the various types of markings and their uses: straight-of-fabric, notches, construction details.

Demonstrate such possible pattern alterations as dart placement, length of shoulder seam, and length of blouse.

With the pupils, check to see that fabric is thread-perfect and grain-perfect.

Have pupils shrink fabric if it is not preshrunk.

Demonstrate the correct placing of each pattern piece.

Show and discuss the pinning of the pattern on grain of the fabric.

Show and demonstrate the cutting of the garment.

Check each pupil's placement and pinning of pattern pieces on fabric before allowing her to do any cutting.

Have pupils protect the cutting surface area with a cardboard or magazine before using the tracing paper and wheel to transfer any construction markings from pattern to fabric.

Direct pupils to leave the pattern pieces pinned to the cut blouse sections and to fold the sections into units with the label out.

From list of new and repeat learnings for this project, identify with the pupils the new learnings for which the techniques will be demonstrated by the teacher.

The repeat learnings are techniques with which the pupils may proceed independently.

Demonstrate each new learning to the class at the appropriate time.

Exhibit step-by-step models of techniques used in making the skirt and remind pupils that these models will be available for reference.

GENERALIZATIONS. The secret to good construction is the observance of grain in every process.

Staystitching holds the grain in position and prevents stretching in fabrics.

Directional cutting and directional stitching maintain the grain of the fabric.

Understitching, underpressing, and blocking as construction proceeds help give a professional look to a garment.

Wise selection of pattern and fabric is an important step in achieving a satisfactory finished product.

Basic principles of design may be demonstrated in the pleasing relationship of fabric to pattern.

Skill acquired in clothing construction can be used in the evaluation of ready-made garments.

For best results in fit, a standardized commercial pattern should be used.

The pattern for a beginner should consist of few pieces with few details.

Comparing body measurements with those of a pattern and making the necessary pattern alterations prior to cutting the garment save time and fabric and produce a more satisfactory garment.

VOCABULARY SUGGESTIONS

UNIT II

blocking (darts)
bobbin winder spindle
bobbin winder tension discs
burlap
casing
"clean finishing"
colorfast
commercial pattern
cut-on facing
dart
dressmaker's tracing paper
finger-press
fringed
gathered
hem
hopsacking
invisible machine hemming
notches
"on grain"
overcast
patch pocket
percale
pleated
"popette"
preshrunk
presser foot
pressing
ravel
retracing stitching
Sanforized
seam
seam allowance
selvage
spool pin
stayline
staystitch
stitching directionally
stitch regulator
stop motion screw
take-up lever
tension
thread guides
underpress
understitch
Unit Method

RESOURCE MATERIALS

UNIT II

BOOKS

	A	B
Barclay, Marion S. and Champion, Frances Teen Guide to Homemaking	pp.267-271	pp.110-117, 120-144, 147,149
Carson, Byrta H. How You Look and Dress	pp.171-194	pp.195-208, 222-235, 242-255, 256-278, 309-325, 359-362
Clayton, Nanalee Young Living	pp.226-228	pp.206-215, 224-258
Hatcher, Hazel M., and Andrews, Mildred E. Adventuring in Home Living Book I, rev. ed.	pp.401-409	pp.355-366, 374, 388-401, 410-412, 429, 431-433, 437,439, 441,443
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking	pp.313-322	pp.324-333, 338-339, 341
McDermott, Irene E., and Nicholas, Florence W. Homemaking for Teen-Agers	pp.346-373	pp.345-349, 383-404, 406-409

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UNIT III

MAKING THE MOST OF YOUR APPEARANCE

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Information and Knowledge	
The pupil should acquire a basic foundation in facts and information necessary to an understanding of the unit.	
Understandings	A. Discovering individual grooming needs
The pupil should understand that:	Evidences of good grooming
Being attractive satisfies a basic personal need.	Self-evaluation of personal appearance
Self-improvement leads to peer group acceptance and status, adult approval, and personal satisfaction.	B. Practicing grooming techniques Importance of "clean" look
Proper selection of clothing influences personality development and personal attractiveness.	Development of time schedule for grooming duties Observing safety precautions
Dressing appropriately for the occasion contributes to a feeling of poise and self-confidence.	C. Improving personal appearance
Personal appearance is improved by proper care and repair of clothing.	Health practices related to good grooming Factors that guide clothing selection

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.

A. Discovering Individual Grooming Needs

Review the term good grooming. Be sure to include such points as:

importance of good grooming
requirements for good grooming
development of good habits for improving grooming.

To assist in the review, such techniques as the following may be used:

previewing a film or filmstrip on grooming and making a list of questions for pupils to answer after they have seen the film

displaying a picture of a girl and having pupils list her attractive characteristics

providing each pupil with a mounted picture of an attractive girl and having the pupils tell the class one outstanding feature they recognize.

After viewing such a film or picture, formulate with the class a list of desirable characteristics which help a person to become attractive. Note the ones often repeated, such as appropriate dress, "clean" look, good posture, attractive figure, and happy face.

Ask pupils to describe persons they know whom they consider attractive and well-groomed. This may be an oral or written report.

Have the pupils make a self-evaluation of their own personal appearance by means of a check list worked out by the class or provided by the teacher. Ask the pupils to keep this grooming record for two weeks in order to note changes and progress.[29]

Discuss with the class the importance of personal appearance. Relate it to the statement "First impressions are lasting impressions."

B. Practicing Grooming Techniques

Following a class discussion of the importance of the "clean" look, arrange for group demonstrations on body care, such as:

washing and drying hands
giving a manicure

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[29] Ibid., p. 82.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Skills

The pupil should practice basic procedures to improve health and appearance.

Relationship skills

The pupil should:

- begin to see herself as an individual
- learn to improve her appearance by wearing becoming clothes.

Managerial skills

The pupil should:

- see the value in pre-planning a daily wardrobe
- learn that daily and weekly care of clothing and accessories contributes to good grooming
- set standards for developing self-improvement.

Manipulative skills

The pupil should:

- continue to develop basic principles of personal care
- learn the proper method for simple but necessary upkeep of garments to maintain neatness
- develop the ability to organize and assemble illustrative materials
- establish standards for acceptable written work.

OUTLINE OF CONTENT

D. Choosing suitable clothing

Choice of appropriate dress for various occasions

Advance planning of wardrobe selection

E. Keeping garments neat

Practice of proper methods for neatness

Organization of storage area

removing make-up
selecting and using a shampoo and a deodorant.

List with the class the basic grooming duties stressing the necessity of cleanliness for good health and good looks. Include such duties as:

bathing
using deodorants and antiperspirants
brushing the teeth
shampooing with special care given to cleaning the
  hairbrush and comb
brushing the hair
manicuring
caring for the feet
changing undergarments and hosiery
brushing shoes and other garments.

Elaborate the grooming duties by listing the reason for them:

Hands require frequent care because they do so many different tasks. Manicures help to dislodge any harmful germs and to keep the hands well-groomed.

A mild soap and a clean washcloth or a brush are necessary for proper care of the face and body to remove collected dirt, to clean the pores, and to remove body odors.

A deodorant or antiperspirant, best applied after a bath, provides "grooming security."

Develop with the class the preparation of a time schedule to give attention to good grooming. Emphasize the fact that some grooming jobs require frequent attention during the day; some demand daily attention; others, weekly; and some less frequently.

Discuss the important facts concerning shampoos. Include such points as:

A shampoo is usually a weekly activity. For best results, a liquid soap should be used and then clear water should be allowed to run through the hair.

Stress the importance of a good diet for good health. Refer to the Basic Four Food Groups and relate the items to good health and good looks. Contrast with foods that should be avoided such as rich desserts, chocolate, and fatty foods.

Evaluate the use of make-up as an aid to natural beauty, especially if it is chosen to blend with the personal coloring or to accent some features. A young person has so much natural beauty that little, if any, make-up is needed.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT

Attitudes and Appreciations

The pupil should:

take interest in personal attractiveness

gain satisfaction from improved personal appearance

understand the study of clothing as an aid to personal improvement

develop a realistic approach to physical appearance as related to grooming.

Remind the class of the rules of safety in grooming. Some of these may include taking special precaution when getting into and out of a bathtub and avoiding touching an electric light switch, touching or plugging in an electrical appliance while taking a bath or having wet hands.

C. Improving Personal Appearance

List with the class some health practices which may affect personal appearance, such as:

correct posture
regular elimination
weight control.

Have pupils check their weight and compare it with acceptable standards for their age, height, and body build.

Appoint a group to interview the physical education teacher and plan, with her, types of exercises which will aid in improving such problems as faulty weight and posture. Arrange for a demonstration of these for the class.

Have pupils decide what their individual face type is: oval, round, angular, or square. Display pictures of suitable hair styles for teen-age girls. Point out the need to select hair styles that are most becoming to individual face types.

Consider with the class the importance of selecting becoming clothing. Stress such factors as age, personal coloring, figure type, occasion, self-confidence, and group acceptance.

D. Choosing Suitable Clothing

Select girls to model appropriate dress for school, church, party, a movie, active or spectator sports, and home wear.

Follow this by developing with the class a list of characteristics for each type of dress. This list might include:

- school—
  - comfort
  - durability
  - easy care

- church—
  - "covered" look, including hat and gloves
  - absence of frills and excessive accessories.

Have the pupils collect from magazines or newspapers pictures of girls dressed appropriately for specific occasions and mount these pictures in a scrapbook.

Develop with the pupils some standards for selecting costumes. For example, if a blouse is a fabric with design, the skirt should be either a color in the figured fabric or a neutral tone which harmonizes with the blouse.

Using a flannel board with paper cutouts, have the pupils harmonize blouses and skirts. Stress the combining of color and design according to their basic principles. Show how the number of garments in a wardrobe can be reduced by choosing items that combine well with each other.

Discuss the value of planning well in advance what one will wear, pointing out that this allows time for necessary care or repair, for wise selection, and for variety in wardrobe.

Evaluate and display the scrapbook of clothing appropriate to the occasion.

E. Keeping Garments Neat

Discuss how good daily and weekly care of clothing can improve personal appearance. Demonstrate the correct method of hanging up clothes, pressing clothes, laundering undergarments, and making simple repairs. Have students practice these as far as time permits. Encourage the pupils to continue this practice at home.

Demonstrate some satisfactory ways of organizing dresser drawers and closets. Show how drawers can be well-organized through the use of painted or covered boxes or drawer dividers. Organize supplies for convenience in use (mending hat, shoe cleaning kit, spot removal kit).

Summarize the learnings of the unit with the class and develop some generalizations.

GENERALIZATIONS. To be attractive, one does not need to have a great deal of natural beauty.

Good clothing cannot cover up poor grooming.

Personal appearance often creates first impressions.

Remind the class of the rules of safety in grooming. Some of these may include taking special precaution when getting into and out of a bathtub and avoiding touching an electric light switch, touching or plugging in an electrical appliance while taking a bath or having wet hands.

C. Improving Personal Appearance

List with the class some health practices which may affect personal appearance, such as:

correct posture
regular elimination
weight control.

Have pupils check their weight and compare it with acceptable standards for their age, height, and body build.

Appoint a group to interview the physical education teacher and plan, with her, types of exercises which will aid in improving such problems as faulty weight and posture. Arrange for a demonstration of these for the class.

Have pupils decide what their individual face type is: oval, round, angular, or square. Display pictures of suitable hair styles for teen-age girls. Point out the need to select hair styles that are most becoming to individual face types.

Consider with the class the importance of selecting becoming clothing. Stress such factors as age, personal coloring, figure type, occasion, self-confidence, and group acceptance.

D. Choosing Suitable Clothing

Select girls to model appropriate dress for school, church, party, a movie, active or spectator sports, and home wear.

Follow this by developing with the class a list of characteristics for each type of dress. This list might include:

school—
  comfort
  durability
  easy care

church—
  "covered" look, including hat and gloves
  absence of frills and excessive accessories.

Have the pupils collect from magazines or newspapers pictures of girls dressed appropriately for specific occasions and mount these pictures in a scrapbook.

Develop with the pupils some standards for selecting costumes. For example, if a blouse is a fabric with design, the skirt should be either a color in the figured fabric or a neutral tone which harmonizes with the blouse.

Using a flannel board with paper cutouts, have the pupils harmonize blouses and skirts. Stress the combining of color and design according to their basic principles. Show how the number of garments in a wardrobe can be reduced by choosing items that combine well with each other.

Discuss the value of planning well in advance what one will wear, pointing out that this allows time for necessary care or repair, for wise selection, and for variety in wardrobe.

Evaluate and display the scrapbook of clothing appropriate to the occasion.

E. Keeping Garments Neat

Discuss how good daily and weekly care of clothing can improve personal appearance. Demonstrate the correct method of hanging up clothes, pressing clothes, laundering undergarments, and making simple repairs. Have students practice these as far as time permits. Encourage the pupils to continue this practice at home.

Demonstrate some satisfactory ways of organizing dresser drawers and closets. Show how drawers can be well-organized through the use of painted or covered boxes or drawer dividers. Organize supplies for convenience in use (mending hat, shoe cleaning kit, spot removal kit).

Summarize the learnings of the unit with the class and develop some generalizations.

GENERALIZATIONS. To be attractive, one does not need to have a great deal of natural beauty.

Good clothing cannot cover up poor grooming.

Personal appearance often creates first impressions.

To be attractive, a person need not have many clothes, but rather a few well-chosen outfits that are given proper care.

In selecting clothing, consideration must be given to what will be best suited to the wearer and the occasion.

Planning what to wear in advance can save time, energy, and disposition.

TEACHER'S NOTES

VOCABULARY SUGGESTIONS

UNIT III

antiperspirant

basic principles of design

"clean" look

costume

figured fabric

manicure

neutral tone

pedicure

peer group

personal coloring

self-confidence

shampoo

RESOURCE MATERIALS

UNIT III

BOOKS

	A	B
Barclay, Marion S., and Champion, Frances Teen Guide to Homemaking	pp.30-47	pp.30-47, 424
Carson, Byrta H. How You Look and Dress	pp.1-29	pp.1-29
Clayton, Nanalee Young Living	pp.162-175	pp.162-175
Hatcher, Hazel M., and Andrews, Mildred E. Adventuring in Home Living Book I, rev. ed.	pp.4-66	pp.4-66
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking	pp.16-42	pp.16-42, 53-56
McDermott, Irene E., and Nicholas, Florence W. Homemaking for Teen-Agers	pp.97-98	pp.97-98, 106-117

C	D	E
pp.8-10, 30-42, 54, 182-183, 416	pp.69-73, 76-80, 84-89, 124	pp.90-102, 104-107, 204-210, 263, 272-275
pp.61-68	pp.70-89, 115-132	pp.30-45
pp.163, 167-168	pp.176-194, 200-205	pp.171-175, 198-200, 276-277
pp.4-66	pp.34-55	pp.48-58, 57-61, 355-362
pp.24, 32-33	pp.349-352, 354-356	pp.46-53, 106-107, 110-112
pp.103-106, 467-483	pp.467-483	pp.98-102

UNIT IV

MAKING THE MOST OF YOUR WARDROBE

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Information and Knowledge	
The pupil should acquire a basic foundation in facts and information necessary to an understanding of the unit.	
Understandings	A. Developing standards for selection of clothing
The pupil should understand that:	Basic principles of design Selection related to personal characteristics
A knowledge of the basic principles of color and design is an aid to proper selection of the wardrobe.	
Good appearance requires that clothing worn be suitable to the occasion.	B. Care and repair of clothing Proper storage Maintenance
The proper care of clothing not only saves time, but also prolongs the life of the garment.	
Keeping clothing in the best possible condition requires regular care.	
Well-maintained clothing is fundamental to good grooming.	
There is much satisfaction in using the right techniques and the proper method for repair of clothing to help a garment maintain a new look.	

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.

A. Developing Standards for Selection of Clothing

List the points to consider in the selection of garments and accessories:

cost—original price and maintenance
care—ease and amount
color and design—good or poor emphasis created on the person
suitability—season and occasion.

Cut collars from one-half yard pieces of various colored fabrics or large pieces of construction paper, in order to give the pupil the opportunity to see the colors next to the face.

Have pupils classify their own coloring and select colors which are becoming and those which are to be avoided.

Discuss the importance of selecting a basic color for a wardrobe and building around it. Have pupils plan a harmonious wardrobe, using a coat as a basic garment. Have members of the class illustrate their selections, using pictures from magazines. Have them include choices for their different activities.

Place on a bulletin board pictures illustrating the effective use of the basic principles in dress design.

Introduce the relationships between line, proportion, balance, rhythm, and color and their use in creating a feeling of unity or harmony in an ensemble.

Explain to the class how the weave and finish of a fabric affect the use and care of the garment.

Plan ways of varying a costume by placing different accessories on it or by changing the trim.

List with the class the features of a fabric which make it suitable for school clothing.

Analyze different fashion trends and judge their suitability to the individual pupils.

List the points to consider in selecting garments and accessories for various types of activities.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT

Adequate and proper storage will keep clothing in good condition.

Skills

The pupil should practice some basic skills through the participation in the laboratory experience.

Relationship skills

The pupil should learn to work cooperatively in a group.

Managerial skills

The pupil should:

become familiar with standards for selecting a suitable wardrobe

develop good habits for clothing care.

Manipulative skills

The pupil should:

be able to make simple drawer dividers for storage of clothing

construct easy-to-make protectors for wardrobe

perform simple techniques involved in clothing care and repair

use basic sewing and pressing equipment.

Attitudes and Appreciations

The pupil should:

begin to recognize the importance of design, fabric, and color in the selection of clothing to improve personal appearance

Have pupils mount a collection of pictures of blouse and skirt combinations that give an appearance of a costume or one of separates. If possible, use swatches of fabric to show texture and color combinations.

B. Care and Repair of Clothing

With the class, compile a list of different types of procedures that are important in the care of clothing, such as cleaning, repairing, storing, and protecting a garment before and after wearing.

Demonstrate the laundering of various types of garments, showing the special care involved.

Discuss and demonstrate the difference between ironing and pressing.

Analyze different kinds of sports and stains and determine the best method for their removal. Stress the value of removing spots from garments as soon as possible. Suggest the advantages of placing a stain removal chart at the laundry center in the pupils' homes.

Exhibit attractive, simple, and useful equipment for the storage of clothing.

Consider with the pupils methods of protecting clothing before wear and after wear--before wear, the importance of using a body deodorant or placing shields in the dress; after wear, the importance of airing, pressing, and proper hanging of garments. Remind the class that knitted dresses and sweaters hold their shape better if they are kept folded. Point out the importance of proper care of shoes, hats, and purses which may include stuffing them with tissue paper to retain their shape when not in use.

List with the class the daily, weekly, and seasonal types of clothing care.

Have pupils bring illustrations from magazines, catalogues, or newspapers, showing different types of storage facilities. Evaluate them and have each pupil point out those which are workable in a plan for herself.

Analyze the suggestions which may be applied in the pupil's storage plan. Using these ideas, have each pupil plan a system of care for her wardrobe.

Have the class equip a mending basket or kit to keep in a convenient place for making necessary repairs, such as rips, tears, and loose or missing fasteners.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
realize the possibility to choose and wear clothing and accessories suitable for different occasions	
derive satisfaction through performance of simple tasks involved in clothing care and repair	
realize that well-maintained clothing contributes to a near appearance	
become aware of the opportunities to save money by performing personal services.	

Demonstrate for the class the various methods of mending clothing, such as using mending tape, making a patch, darning, repairing rips, and when appropriate, using decorative stitches to mend.

After demonstrating the proper care and repair of clothing for the class, have the pupils demonstrate some techniques to the class.

GENERALIZATIONS. "Becomingness," suitability, fabric, workmanship, care, and cost are items to consider when choosing clothing.

The selection of the right basic principles of design helps give a pleasing appearance.

Proper dress for an activity does not require expensive clothes.

Clothing care contributes to the well-groomed appearance of an individual.

The proper storage of clothing saves time and energy as well as helps preserve the item stored.

Keeping clothing in good repair helps prolong the life of the garments.

VOCABULARY SUGGESTIONS

UNIT IV

accessories

balance

color combinations

deodorant

ensemble

"finish" of a fabric

line

proportion

rhythm

separates (costume)

texture

well-groomed

RESOURCE MATERIALS

UNIT IV

BOOKS

	A	B
Barclay, Marion S., and Champion, Frances Teen Guide to Homemaking	pp.69-72, 73, 75-80, 110, 111, 118, 119, 121	pp.76, 90-107, 263
Carson, Byrta H. How You Look and Dress	pp.47-89, 101-114, 115-132	pp.30-46
Clayton, Nanalee Young Living	pp.177-194, 198-205	pp.171-174
Hatcher, Hazel M., and Andrews, Mildred E. Adventuring in Home Living Book I, rev. ed.	pp.33-47	pp.48-58
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking	pp.348-357	pp.46-53
McDermott, Irene E., and Nicholas, Florence W. Homemaking for Teen-Agers	pp.453-482	

UNIT V

BEING A WISE CONSUMER

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Information and Knowledge The pupil should acquire a basic foundation in facts and information necessary to understanding of the unit.	
Understandings The pupil should understand that:	A. Introduction to basic principles in buying clothing
Comfort, appeal, and satisfaction are guides to buying.	Guides to buying Shopping ethics Vocabulary of fabric terms Study of consumer labels and tags
Approved standards of behavior should be utilized by consumers and salespersons.	
Skill in buying grows with experience.	B. Planning a wardrobe
Careful planning and good judgment are necessary in order to make a satisfactory purchase.	Making an inventory Using a budget plan Emphasizing a planned wardrobe
Price is not always a reliable guide to quality.	
The type of store in which a purchase is made usually helps to influence the price.	
A shopping list is an aid in saving time and in preventing unnecessary purchases.	

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.

A. Introduction to Basic Principles Involved in Buying Clothing

Discuss comfort, appeal, and satisfaction as guides to buying. With the class, make a list in which each of these guides has been employed. Evaluate the outcomes.

Develop interest by having pupils recall shopping experiences they have had recently. Ask the pupil to describe and analyze the satisfactory and unsatisfactory shopping experiences.

Discuss with the pupils the opportunities they have to learn about shopping:

running errands for the family
shopping with a family member
shopping with friends
making own purchases
watching other shoppers.

Have each pupil observe someone whom she considers to be a good shopper and write a paragraph or two, listing the practices she admires. Evaluate these practices.

Through role-playing, have the class demonstrate situations which sometimes take place:

customer mishandling merchandise on a counter
customer buying merchandise without knowing size
customer returning goods to a store
salesperson overly anxious to sell
shopping during a sale
an accommodating salesperson
a salesperson who knows his merchandise and how to sell it
customer who knows how to shop.

Formulate with the class a list of rules that a good shopper observes.

Discuss the value of understanding and practicing shopping ethics, such as consideration for other shoppers and clerks, especially when trying on garments or returning merchandise.

Enumerate the several types of stores in the neighborhood of the pupils. Consider the various types and have the pupils make a comparative price study in several stores. The stores may be classified as follows:

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
A plan to meet clothing needs must be made with consideration for the family budget.	

Skills

The pupil should practice the fundamental skills necessary to:

- demonstrating satisfactory buying techniques
- applying good buying principles to home and family needs
- planning and using the family's dollar intelligently.

Attitudes and Appreciations

The pupil should:

- realize the value of developing good buying techniques.

chain or independent
general or specialty
city-wide or local community.

Discuss services offered by the various stores and the effect on the price of items.

Analyze the benefits of the different methods of shopping in stores, such as in person, by telephone, or by mail.

Develop a study of fabric terms and their implication to the consumer. Some important terms are:

blended fabric
crease-resistant
drip-dry
embossed finish
hand-washable
minimum-care
permanent starchless finish
Sanforized or preshrunk
spot-resistant
wash-and-wear
wash-and-use
water-repellent.

Prepare a bulletin board display of clothing tags and labels which have terms helping to identify fabrics and which include other pertinent information. Classify these labels as informative or non-informative consumer information. Call attention to the importance of utilizing information given on labels.

Ask pupils to relate experiences they have had with unsatisfactory and satisfactory purchases. Have them tell why they consider the purchases as such and from these experiences summarize some "DO's and DON'T's" for shoppers.

Compare similar garments of different price levels for finishing details, seams, stitching, and hems. Is the extra cost for a garment justifiable from the standpoint of longer wear and better appearance in comparison with the value of a less expensive garment?

B. Planning a Wardrobe

Call to the attention of the pupils the value of a spending plan for clothing to meet their needs. Emphasize the importance of keeping the amount within the spending power of each pupil. Stress the importance of keeping within the family budget and being considerate of the other family members when making plans.

Emphasize the benefits of a planned wardrobe, such as having suitable clothes for various occasions and needing fewer clothes because they co-ordinate well with each other.

Suggest that each pupil wear a garment to school which she has not worn for some time. Analyze these garments to determine the reason they have not been worn. Evaluate these reasons. Can something be done to make the garments more desirable?

Have a class discussion concerning what the teen-ager considers most important when making clothing selections. Have the pupils analyze the outcome of the discussion to see if there is need for developing more appreciation for consumer education.

Have each pupil list the points to consider for the next garments she plans to buy.

GENERALIZATIONS. Thoughtful planning precedes wise buying.

The ability to make wise choices is the foundation of good shopping.

An informed and courteous customer usually receives better service than the customer who shows no skill.

It is the customer's responsibility to be well-informed.

VOCABULARY SUGGESTIONS

UNIT V

blended fabric

budget

consumer information

crease-resistant

drip-dry

embossed finish

ethics

hand-washable

inventory

labels

minimum-care fabric

permanent starchless finish

spot-resistant

tags

wash-and-use

wash-and-wear

water-repellent

RESOURCE MATERIALS

UNIT V

BOOKS

	A	B
Barclay, Marien S., and Champion, Frances Teen Guide to Homemaking	pp.66,76, 77,79, 201-203	pp.67-89, 196
Carson, Byrta H. How You Look and Dress	pp.139, 148-155	pp.86-89, 115-116, 133-148
Clayton, Nanalee Young Living	pp.199-200	pp.177-205
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking	pp.347-348, 357-360	pp.348-357
McDermott, Irene E., and Nicholas, Florence W. Homemaking for Teen-Agers	pp.466-467	pp.453-466, 467-482

OVERVIEW OF THE SEMESTER'S WORK

HOMEMAKING FOUR - FAMILY LIVING

The purpose of the Homemaking Four course is two-fold. The first is to help pupils mature in ways which will aid them in becoming happy, well-adjusted persons and family members whose understandings, feelings, and skills in interpersonal relationships will enable them to relate well to other people (family, friends, and others). Learning some of the tasks that are necessary to the maintenance of a good home and learning how to perform some of these tasks is the second important part of this course.

To achieve this goal, it is essential that pupils develop some self-understanding which is essential to the optimum development of personality. They must know processes of growth and development, basic personality needs, some indications of desirable growth patterns (characteristics), and ways of meeting basic needs. Furthermore, in learning about children, some insight is gained into the growth of pupil's own personality.

The important part played by the family in protecting and guiding a person from infancy and the importance of becoming a co-operative, understanding member of one's family must also be developed.

Because the home is where a child begins to develop and learn to live with people, the home plays an important part in his life. Learning about the home, its furnishings, and its care will enable the pupil to enjoy his own home to the full. In turn, carrying these learnings into the home neighborhood will make it a finer place for all to live.

In summary, Homemaking Four is concerned with the pupil as a person; relationships with others inside and outside the family circle; the understanding of young children; and the importance, responsibilities, and enjoyment of his home and his home neighborhood.

Suggested time allotments for each unit are seven weeks for Unit I, five weeks for Unit II, four weeks for Unit III, and four weeks for Unit IV.

UNIT I

UNDERSTANDING YOURSELF AND OTHERS

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Information and Knowledge	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings	A. Influences that affect your development
Having some knowledge of the influences that affect one's personal development is a means of understanding oneself and others.	Church Community Family Friends Heredity School
Growing up includes maturing emotionally, mentally, physically, socially, and spiritually.	
	B. Growing up
Growing up means moving from dependence to independence, from immaturity to maturity. Maturation is a life-long process that must be nurtured in all aspects if real growth is to take place.	Some kinds of growth (maturity) Emotional Mental Physical Social Spiritual Some evidences of maturity; immaturity
Indications of maturity and immaturity make it possible for a person to judge his own growth progress.	Development of personal assets
	C. Some basic human needs
	Affection, love New experience

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.

A. Influences That Affect Your Development

Consider with the pupils what is meant by heredity and environment; consider also the part each of them plays in personal development.

Ask pupils to list some physical characteristics which are inherited and illustrate these characteristics with pictures.

List on the board some environmental influences that affect development (family, school, church, community). Have pupils give illustrations from their own experiences of these influences having affected the development of someone they know. Were they important influences? Why?

Discuss inherited characteristics which cannot be changed by environment. Illustrate with examples. Ask how these should be approached. Give examples of how others have dealt with them or capitalized upon them.

Show how a person's personality stems largely from his environment, particularly his home and family.

Have pupils discuss such topics as:

Does heredity make you what you are?
How can you make the most of your heredity?

Encourage pupils to accept the things about themselves they cannot change and to improve those they can change.

GENERALIZATION. A person cannot change his heredity, but he can make the most of it.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Each person needs to frequently make an appraisal of his growth, determine what improvement is needed, and work toward achieving it.	Security Sense of achievement and personal worth Recognition, approval
An individual should make a practical plan for achieving his goals, then work toward attaining them.	D. Your goals and values Choosing immediate and long-range goals and working to achieve them.
What a person can become depends upon heredity; what a person actually becomes depends upon his environment and his reaction to it.	Acquiring a sense of values Becoming the person you want to be
Personality is not charm or popularity. It includes emotions, habits, and attitudes that determine actions.	Home economics career possibilities (what home economics can mean to you)
The basis for good manners is consideration for others.	E. Handling your problems
Everyone encounters problems; some big, some small. The person with the mature healthy personality tries to solve his problems instead of worrying about them or trying to forget them.	Universality of problems Some areas of problems Steps to follow in solving problems Measures to avoid in problem-solving
Skills	
The pupil should:	F. Importance of friends in your life
use problem-solving techniques assess his own growth set up goals for living use a sense of values use social skills exercise increasing emotional control.	Need for having friends Choosing friends Making and keeping friends Being a friend
	G. Good manners Basis and reasons Importance of good manners

B. Growing Up

Ask pupils to explain what "growing up" means to them.

Discuss with the class the different aspects of human development—mental, physical, emotional, social, spiritual.

Help pupils understand how all aspects of growth are interrelated.

Consider with pupils what is meant by growing up mentally, emotionally, socially. What are some evidences of growth in these areas?

Define maturity; list some characteristics that reveal mature and immature social and emotional behavior. Have pupils judge their own behavior.

Use cartoons and articles as a basis for comparing mature and immature behavior.

Have pupils give examples of how mature and immature young people would react in different given situation.

Discuss ways to learn to accept responsibility and the importance of being a responsible person.

Prepare a bulletin board display by placing the word you in the center and, in positions radiating out from it, such words as attitudes, habits, values, goals, personality, needs, feelings.

Suggest that pupils present a short skit that depicts childish behavior. Have them repeat the skit using more mature behavior. Discuss the implications.

Have pupils tell about the behavior of someone who is not growing up socially. Give reasons for his behavior. What could he do to improve?

Ask pupils to write or tell what they are doing to help themselves grow up emotionally, mentally, socially. Have them report their progress from time to time.

Describe some signs of a mentally healthy personality. Show how thoughts can affect health, happiness, ability to work, and relations with other people. Have pupils give examples.

Explain that how a person feels "deep down inside" is important because it helps to build character and personality. Give examples.

Show that, when people try to understand how a person feels and why he feels that way, they act differently toward that person.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Attitudes and Appreciations The pupil should: understand that all human beings have basic personality needs which they strive to satisfy in one way or another realize the importance of having worthwhile goals and a sense of values throughout life understand that an individual's goals and values provide direction for his behavior and activities become aware of the influence of friendships in a person's life recognize that readiness for a privilege is measured by the ability to carry accompanying responsibility understand that acceptance of individual differences in family members, friends, and others provides a means to a richer life realize that, in order to have friends, the individual must himself develop qualities desired in a friend appreciate that planning helps in the wise use of time realize that the right kind of friends helps to bring out the most desirable (best) qualities in a person realize that understanding the basic psychological needs of human beings helps us to understand the behavior of ourselves and others	Practice in daily living Development of habits of thoughtfulness and courtesy H. Managing your time Value of a time schedule Use of free time and leisure time Ways to save time

5

Ask pupils to tell how they sometimes feel (angry, cheerful, jealous). Have them try to discover how their feelings may affect the way others react to them.

Have each pupil make a plan for improving control of his temper.

GENERALIZATION. Achieving maturity is a lifelong process which does not "just happen" but which demands that a person work at it continuously.

C. Some Basic Human Needs

Discuss with the pupils the fact that all human beings have basic psychological needs and that how these needs are met from infancy on helps to shape personality.

Trace with pupils how feelings of security or insecurity can develop from the time of infancy. What are some conditions that promote feelings of insecurity and security? What may be some characteristics of an insecure person? a secure person?

Consider with pupils the fact that everyone throughout life tries to attain recognition, appreciation, and approval for what he is and does. Illustrate, with stories and other examples, desirable and undesirable ways of satisfying this need.

Ask pupils to cite examples of how some persons satisfy their need for new experiences. Have them list some desirable ways they might use to satisfy this need; list some ways to avoid.

Ask pupils to tell how they feel when they express love for someone. The person may be a baby sister, a brother, a friend, a relative.

Ask pupils to imagine a world of people without the ability to give and receive love and affection. Human beings would be cold and indifferent, without feelings or understanding. Point out that sensitivity and warm feelings toward others bring out a person's best qualities.

Discuss the fact that a person's values are revealed in his behavior. Give examples.

Help pupils think through the values of a personal code of behavior. Have them suggest the points which a code might include.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
develop an awareness that feelings are important in all human relationships	
accept the fact that understanding may be a means of improving your feelings toward others	
realize that feelings influence a person's actions	
recognize that the way a person feels affects his happiness and relationships	
appreciate the importance of developing sound mental health habits.	

Consider with pupils how to make plans for reaching a goal.

Discuss why good plans are like highway maps to the teaching of goals.

Ask pupils to explain the statement "Becoming the person you want to be doesn't just happen."

Ask each pupil to build a picture of the person she wants to be. Is it realistic? attainable?

Ask pupils to discuss the statement "Improving my personality depends upon my willingness and desire to improve myself."

Consider home economics career possibilities.

E. Handling Your Problems

Ask the class to tell of some problems they faced recently or may have to face soon. Examples might be finding money to buy a party dress; deciding to elect home economics in high school. Point out that everyone has problems, sometimes big ones, sometimes small ones; but they all require solutions, regardless of size or seeming importance.

Select one of the problems for discussion and explain the steps to following in solving it.

Have each pupil select a problem of her own and write out the steps she followed in working for a solution.

Ask pupils to suggest undesirable ways some people handle their problems, such as worrying about them, avoiding thinking about them, having temper tantrums, fooling themselves about them. Have pupils suggest better ways of meeting problems and tell why they think their methods are better.

Point out to pupils that, before a problem can be solved, it must be faced squarely and realistically. Illustrate by using an example.

Consider with pupils some "detours" or escape mechanisms which are sometimes used when a person is confronted with a problem.

Have pupils tell why the use of escape mechanisms prevents solving problems.

GENERALIZATION. Skill in solving problems is one indication of mental health.

F. Importance of Friends in Your Life

Have pupils imagine a world without friends. Let them tell how they would feel and why friends means so much to us.

Ask pupils how many kinds of friends they have. Do they have friends of different ages? different nationalities? different interests? What advantages are there in having many kinds of friends?

Consider with the class the fact that the same qualities that make a person a good family member also help to make a good friend. What are some of these qualities?

Discuss how the kind of person you are helps to determine the number and kind of friends you will have.

Have pupils consider what they think is important in friendship.

Ask pupils to make a list of qualities desired in a friend. Have each pupil rate herself as a friend. What qualities need to be improved? What pupil qualities are desirable to acquire?

Have pupils consider and discuss the following statement: "One of the best ways to gain popularity is to follow the ads and use the beauty aids recommended."

Ask pupils if they believe a person can learn to be friendly by practicing habits of friendliness every day. Give reasons.

Assign a committee the responsibility of making a report on the opportunities available in the local school and community for making new friends.

Ask pupils to tell what they are doing to become more interesting as persons. Examples are: pursuing a hobby, reading good books, visiting with people.

Have pupils list ways they could train themselves to be more interesting to other people.

Arrange for a pupil or pupils to prepare a bulletin board with pictures illustrating friendly behavior.

Ask pupils to report how they feel inwardly when they are friendly and to describe how it makes others feel and behave.

Ask each pupil to suggest ways in which a person can show friendship.

Consider with pupils the fact that good friends make you feel good, help you to mature in desirable ways, and are concerned about your welfare. Those who exploit you for their own gains are not good friends.

Have pupils tell of possible dangers in following the crowd in order to be liked. Ask them to think of all the activities in which they have participated because of pressure by individuals or groups. Which activities were useful to their social development? Which were harmful?

State the case for parents regarding their concern about your choice of friends.

GENERALIZATION. Learning to be a good friend and making good friends increase your happiness and help you to mature.

G. Good Manners

Have pupils discuss what people mean when they say, "Edith has such lovely manners." Show how good manners are not just a set of social rules but a way of acting that shows you really care about making others comfortable and happy.

Assign pupils to write a paragraph about the difference between rules of etiquette and courtesy. Have pupils illustrate these differences.

Have pupils explain what is meant by the statement "Manners are based on kindness, consideration, and respect for others."

Have pupils consider ways in which they can show consideration for others at school, at home, in public places.

Encourage a pupil or pupils to prepare a skit depicting lunchroom courtesy, classroom manners, manners at home. Select pupils to present the skit to the class.

Have pupils list some rules for social behavior which, when practiced at home, will be helpful when away from home.

Ask pupils to consider the effect of courtesy on friendships, family relationships, job success.

Discuss with pupils the fact that a person can be courteous without knowing all the rules of etiquette.

GENERALIZATION. Courtesy is an application of the Golden Rule and provides a means of achieving and maintaining good human relationships.

H. Managing Your Time

Have pupils explain how an attitude toward a task affects the amount of time it takes to perform it.

Discuss the difference between free time and leisure time.

Consider with pupils how they use their time. Ask them if they think they make the most of it. Why?

Ask pupils to write down everything they do from the time they get up until they go to bed. Have them study this report. What does this time inventory indicate to them? On what activities do they spend the most time? Which takes the least? What conclusions can the pupils draw?

Ask pupils if they plan any time for self-improvement. Have them qualify their answers.

Place a suggestion box where pupils can put suggestions for saving class time.

List with pupils some time-saving techniques for home use.

Discuss with pupils the advantages of a time schedule.

Ask pupils to make a time schedule for their daily activities, follow it, and report the results. Discuss the difference between using leisure time in a worthwhile way and loafing. Have pupils give examples.

Ask pupils to list some of their leisure time activities which add to their personal development.

Show pupils how their values influence the way they spend their time. Have them give examples from their own experience.

Consider with pupils enjoyable leisure-time activities that also increase knowledge and information.

Ask pupils to explain why working carefully and doing things promptly saves time.

GENERALIZATION. Planning the use of time helps one to get the most out of it.

VOCABULARY SUGGESTIONS

UNIT I

acceptable

achieve

affect

aspects

assess

attain

attitude

behavior

characteristics

code

community

concern

conclusion

confront

courtesy

dependence

depict

determine

development

emotionally

environment

etiquette

explcit

genuinely

goals

heredity

home economics

immaturity

implication

independence

influence

inherited

insecurity

inventory

leisure

loafing

maturation

maturity

mechanism

mental

nurture

privilege

problem-solving

psychological

VOCABULARY SUGGESTIONS

UNIT I

react
readiness
recognition
relationships
responsibility
schedule
sensitivity
socially
solution
universality
values

TEACHER'S NOTES

RESOURCE MATERIALS

UNIT I

BOOKS

	A	B	C
Allen, Betty, and Mitchell, Pirie Briggs Mind Your Manners			
Barclay, Marion S., and Champion, Frances Teen Guide to Homemaking	pp.2-8	pp.8-18	
Clayton, Nanalee Young Living	pp.32-36		
Fleck, Henrietta, Fernandez, Louise, and Munves, Elizabeth Exploring Home and Family Living	pp.12-23	pp.28-45	
Harris, Jessie W., Tate, Mildred T., and Anders, Ida A. Everyday Living	pp.34-42	pp.44-53	
Hatcher, Hazel M., and Andrews, Mildred E. Adventuring in Home Living Book I, rev. ed.		pp.94-104	
Jenkins, Gladys Gardner, Bauers, W. W., Shacter, Helen S., and Pounds, Elenore T. Health and Safety for Teen-Agers	pp.20-45	pp.46-54, 107-117, 185-189	pp.8-15

D	E	F	G	H
			pp.11-19, 54-63, 134-143, 151-157, 193-199	
pp.180-187		pp.150-162	pp.23, 25-27, 166-167	pp.19, 21, 187-191
	pp.48	pp.17-26, 32-41, 52-55		pp.41-44
pp.220-226		pp.358-365	pp.57-60	pp.158-166
			pp.18-34	
		pp.77-94	pp.104-116	
pp.55-59, 74-82	pp.59-60. 259-263	pp.65-74		pp.253-254

RESOURCE MATERIALS

UNIT I

BOOKS

	A	B	C
Jones, Evelyn G., and Burnham, Helen A. *Junior Homemaking*	pp.3-4	pp.6-13, 58-65	pp.65-67
McDermott, Irene E., and Nicholas, Florence W. *Homemaking for Teen-Agers* Book I, rev. ed.		pp.73-76	

D	E	F	G	H
		pp. 83-98		
			pp.86-90	

TEACHER REFERENCES

Duvall, Evelyn M.
Family Development

Havighurst, Robert J.
Developmental Tasks and Education

McDermott, Irene E., and Nicholas, Florence Williams
Living for Young Moderns

Wallace, Inez, and McCullar, Bernice
Building Your Home Life

UNIT II

YOU AND YOUR FAMILY

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Information and Knowledge The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings The pupil should understand that:	A. Understanding your family
The family is called the bulwark of society.	Importance of your family To society To the individual
There is no single pattern of successful family life.	Functions of your family Protection Guidance Nurturing of personality
Happy, successful family life does not just happen; it is the result of love, understanding, respect, and hard work.	Importance of family backgrounds and customs, attitudes and ideals
The best place for a child to be raised is usually with the family.	B. Being a good family member What your family can expect of you
Children who have the opportunity to gain experience in making thoughtful choices and decisions in the home are learning how to live in a democratic nation and the world.	Affection Companionship Co-operation Loyalty Responsibility Understanding Willingness to share Building of good relationships With parents

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.

A. Understanding Your Family

Have pupils whose parents come from foreign countries tell about home life there. Some may have seen movies or pictures which they can share with the class.

Collect from pupils cartoons or pictures showing happy family life. Post on the bulletin board with comments.

Assign pupils to write a paper on why the family is the most important group to which a person will ever belong.

Suggest stories or books depicting family life in other countries and other areas that pupils might read and report to the class. These might be about family life in colonial times, the Chinese family, the American Indian family, or others. Discuss any common characteristics of these different families.

Discuss with pupils the fact that families may differ in size, customs, location, and environment, but that it is the warm, loving feeling among family members that is most important.

Ask pupils to describe the life of a family that they enjoy visiting and tell why they enjoy their visits.

Explain how learning to live in a democracy begins in a democratic home.

Explain what is meant by family traditions and customs. Have pupils tell the class about some customs which their families observe. Explain that, because these observances and appreciation of them have enriched our American life, the practices should be preserved.

Ask pupils to make a list of what their family does for them. Who would do these things if the family did not?

Read or tell a story which depicts the influence family members had upon the growth and development of one of the characters. Discuss the story concerning the following:

physical health
habit formation
disposition
the person's attitude toward other people.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Family members of all ages are interdependent.

The family provides a place where members receive and give affection, sympathetic understanding, and help.

No plan has been found that can substitute for the family in providing affection, understanding, loyalty, encouragement, a feeling of belonging, and a sense of security.

Some conflict is normal and natural in every home. The important factor is whether the conflict is handled constructively.

If family members are understanding and try to meet each other's basic emotional needs, sources of conflict may be minimized.

The same qualities that help to make a good family member also help to make a good friend.

Family funds may come from different sources—from wages, gifts, inheritance, and investments; from doing work instead of hiring it done and conserving what one has.

A person should consider his goals and values when planning the use of his money.

Before making a spending plan, it is necessary to differentiate between needs and desires.

OUTLINE OF CONTENT

C. Sharing family fun and friends

Audio-visual materials
Entertaining
Games and indoor sports
Interests
Outdoor sports
Reading
Special occasions
Tasks
Tours
Traditions and customs

D. Sharing family funds

Understanding the family's financial situation

Using values as a basis for setting up and achieving goals

Helping the family set up and achieve their goals

Distinguishing between desires and needs

Contributing to the family income

Getting the most for your money

Discuss with pupils the fact that because the family is so important to society as well as to the individual, more and more attention is being given to helping family members learn to live together happily.

GENERALIZATION. All families are important because they nurture the individual and provide the foundation of our society.

B. Being a Good Family Member

Appoint a panel to discuss the statement "Democratic living by family members means sharing responsibilities as well as privileges."

Ask pupils to suggest and illustrate some democratic ways of solving family problems, such as:

family council or co-operative decisions
consultation with other family members before making decisions
informal discussions at opportune times
use of problem-solving techniques.

When discussing the use of these democratic methods, consider their advantages to the following:
the individual
the family
society.

List with the class a few family problems which pupils might role-play, such as:

Suzie is expected to take care of her baby brother every day when she comes home from school. Her mother thinks she should accept this responsibility but Suzie does not think she should.

Jane never seems to have time to help around the house. She always has homework to do, a letter to write, or a date to go to the movies with Ruth. This causes unpleasantness.

Mary thinks her allowance should be increased.

Pearl shares a room with her sister Virginia. Virginia is always borrowing Pearl's sweaters. Pearl is angry about it.

Organize a panel to discuss ways in which family members can show affection to one another, such as:

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT

Funds should be allotted for needs before desires.

Family members should come to some common agreement as to the best use of family funds.

Skills

The pupil should:

develop ability to handle conflicts and differences constructively

develop qualities of friendship

participate in family activities

continue to practice democratic ways of living

discover needs of family members and ways to meet these needs

differentiate between needs and desires

plan wisely for the use of money.

Attitudes and Appreciations

The pupil should:

recognize that there is no substitute for good family life

understand that family life is important because it has a great influence on the next generation as well as this one

appreciate that the best preparation for living in a democracy is to live in a democratic home

being forgiving and understanding when someone makes a mistake
sacrificing something one wants very much
respecting another individual's right even when these rights conflict with our own
protecting other family members from harm
performing a service or favor
sharing in a fair manner.

Select a panel to consider "what it means to be a good family member." Ask the class to comment.

Invite a panel of parents to consider "what it means to be a good family member." Have pupils note the differences and similarities of ideas of the pupil and parent panels. What conclusions can be drawn?

Have pupils tell how they show love and appreciation to their parents and family members.

Ask pupils to consider a list of what they think their parents can expect of them. Have them ask themselves whether they fulfill these expectations. What conclusions can they draw?

Assign pupils to meet in "buzz groups" to prepare lists of gifts that do not cost money. Ask them to tell how a person feels when giving such a gift. Why does he feel this way?

Have a class question box in which pupils may place anonymous written statements of family problems they would like discussed.

Ask for volunteers who will use puppets or will role-play to show how a family problem might be worked out.

Explain to pupils that some differences and quarrels of sisters and brothers or other family members is normal. Have the pupils tell some constructive ways of handling these differences.

Ask pupils if they treat their parents and other relatives with the same consideration they show their friends. Suggest that they try doing so and report the results to the class.

GENERALIZATION. It is the responsibility of every family member to contribute, according to his age and capabilities, to the welfare and happiness of his family.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
understand that families which teach good relationships and responsibility for the good of others are preparing for responsible citizenship	
realize that it is just as important to respect the property and rights of family members as of other people, and vice versa	
appreciate the fact that individual personality is influenced by the family	
become aware of the fact that attitudes toward and a feeling of responsibility for other persons are learned in the home, beginning in infancy	
accept the fact that qualities of friendliness foster good family relationships	
recognize that forming good habits tends to improve family relationships	
appreciate that freedom to make choices and decisions carries with it the responsibility for actions	
appreciate family customs and traditions	
understand that families should encourage and foster the talents and interests of each of its members	
understand that the attitude of a good family member toward one who is ill includes a sensitivity to feelings, a provision of comfort, and a willingness to make sacrifices for one who is ill.	

C. Sharing Family Fun and Friends

Ask pupils to tell about some family customs which they have enjoyed, such as:

celebration of birthdays and holidays
participation in religious activities together
picnics
vacations
certain foods.

Encourage pupils to continue observing family customs that are enjoyable and enriching.

Have pupils make a class notebook concerning Family Recreation Suggestions. Include such items as good radio and television programs, movies, books, games, hobbies, and ideas for entertaining family guests.

Have pupils make a list of possible recreational activities in which the family can participate together at home and away from home. Give advantages and disadvantages of each.

Suggest that pupils offer to take over certain tasks when the family has guests and report on its effect on their relationship with parents and on their own feelings.

GENERALIZATION. Family ties and enjoyment may be increased when family members share in work and play.

D. Sharing Family Funds

Consider with pupils ways in which they can learn to obtain the best value for what they spend.

List with pupils some ways in which families sometimes waste money.

Suggest that pupils formulate a list of things which they would classify as their needs. How do these differ from their desires?

Ask pupils to make a list of all the things for which they spend money along with the cost. Ask them to decide whether these expenditures were for needs or for desires. What conclusions may be drawn?

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
acknowledge and appreciate the shared responsibility of all members of the family for the family happiness	
appreciate that family ties and happiness are likely to be strengthened when family members work and play together	
develop an attitude of trying to understand parents, just as the child expects his parents to try to understand him	
understand that the ways a family uses money and the attitudes and values they have concerning money are more important than the amount of money they have	
appreciate that planning the use of money promotes wiser use of it.	

Discuss with pupils the possible sources of the family's income and the sources of income the children might have. How might the total income be increased?

Have each pupil tell what he might do to contribute to his family income.

Arrange for debates on each of these topics:

- children should be paid for doing home tasks
- children should report to their parents on how they spend their money
- children should save some money from their allowance every week
- a person is helped to make wise purchases by following radio or television advertising
- a person who makes a plan for the use of his money saves money.

Consider with pupils the statement "Managing money is a family affair." Help pupils to realize that making selfish and unreasonable financial demands prevents the family from achieving such goals as a new car, a new piece of furniture, a vacation, or dental care.

Have pupils tell how they can help their parents by being well-informed shoppers.

Suggest that pupils read stories or watch television plays of family life and try to determine what values were emphasized in each family; i.e., love and affection for each other, religion, clothes, health. Discuss with the class.

What might be a goal for a family that values health more than having stylish clothes? Point up ways this would affect their spending plan.

GENERALIZATION. Co-operation of every member of the family in the use of its money is necessary if the family is to achieve its goals.

VOCABULARY SUGGESTIONS

UNIT II

advertising

affection

allowance

anonymous

appraisal

appreciation

audio-visual

bulwark

capabilities

classify

companionship

conflict

conserve

consideration

contribute

co-operation

council

decision

democratic

differentiate

disposition

earned

encouragement

financial

forgive

foundation

generation

ideal

improvement

inheritance

interdependent

interests

interrelationships

investments

manage

observance

occasion

promote

quarrel

recreation

respect

sacrifice

satisfy

security

VOCABULARY SUGGESTIONS

UNIT II

successful

sympathetic

talent

tantrum

technique

thoughtfulness

tradition

welfare

RESOURCE MATERIALS

UNIT II

BOOKS

	A	B	C	D
Barclay, Marion S., and Champion, Frances Teen Guide to Homemaking	pp.356-360	pp.360-379	pp.370-390	pp.394-395
Clayton, Nanalee Young Living				pp.298-301
Fleck, Henrietta, Fernandez, Louise, and Munves, Elizabeth Exploring Home and Family Living		pp.12-24		pp.148-156
Harris, Jessie W., Tate, Mildred T., and Anders, Ida A Everyday Living	pp.55-65	pp.70-76		pp.139-157
Jenkins, Gladys Gardner, Bauer, W. W., Shacter, Helen S., and Pounds, Elenore T. Teen-Agers	pp.238-246	pp.247-252		pp.255-258
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking	pp.58-60	pp.60-66	pp.72-76	pp.67-72
TEACHER REFERENCES McDermott, Irene E., and Nicholas, Florence Williams Living for Young Moderns Smart, Mollie Stevens, and Smart, Russell Cook Living in Families				

Sorenson, Herbert, and
Malm, M.
Psychology for Living

Wallace, Inez, and
McCullar, Bernice
Building Your Home Life

Illinois Teacher of Home Economics
Vol. III, No. 3
"The Family Comes Next"

UNIT III

YOU AND YOUR HOME

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Information and Knowledge	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings	A. Functions of a home
The pupil should understand that:	Privacy Protection Nurture Enjoyment
Home is a place where a person should be able to feel safe and secure.	
The cost of the furnishings of a home is no measure of the quality of family living.	B. Selection and arrangement of furnishings
Furnishing for a home, room, or area should be selected on the basis of utility, ease of care, beauty, and cost.	Consideration of available space, personal tastes and interests, age of family members, cost, care, convenience, and attractiveness
The principles of design should be applied to the selection and arrangement of furnishings.	Possibilities for making or refinishing certain items
Good arrangement of furniture gives an uncluttered appearance to a room.	C. Home care
	Sharing responsibility of tasks
Certain home tasks must be performed daily, others weekly, and some occasionally.	Schedule for tasks Daily Weekly Occasionally

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.

A. Functions of a Home

Ask pupils to write a description of what they believe to be a good home. Have them share these with the class and analyze them to discover what it is that makes a good, happy home.

Have pupils tell how they help to make their homes more attractive and livable.

Have pupils tell some experience they know about in which someone had to show tolerance for some item in the home which he did not like.

Ask pupils to tell about some habits which may add to the work in a home. Would the correction of those habits improve family relations? Explain.

GENERALIZATION. The home is a place which provides shelter, understanding, enjoyment, and protection.

B. Selection and Arrangement of Furnishings

Explain and have the class discuss the principles of good arrangement of furniture in a given room, considering:

convenience and safety
easy cleaning
pleasing appearance.

Show the class pictures of a room with the furniture arranged two different ways. Have them discuss and decide which is the better arrangement and why.

Have each girl analyze the space assigned to her at home. Are the things in it arranged in the most convenient manner? What changes could be made to improve the convenience?

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Planning a time schedule for the performance of home tasks will make them less burdensome.	Surfaces Furniture and equipment Floors and floor coverings
Knowing how to perform tasks quickly and easily makes the tasks seem lighter.	Walls and screens Storage
Using the right tools and supplies for home care in the right way makes the tasks easier and the results better.	Closets Cabinets Boxes Supplies
It is easier to make a bed if it is placed so that one can walk around three sides of it.	D. Caring for and improving the home neighborhood
Some very useful and attractive storage facilities, such as boxes, hangers, bags, and covers, can be made at little or no cost.	E. Safety in the home
It is the responsibility of all the residents of a community, young and old alike, to maintain their own living quarters and to protect, conserve, and respect the entire community.	
Pulling the cord instead of the plug to disconnect an electric appliance frays the cord; this, in turn, may cause fire, a short, or shock.	
It is safer to use a step ladder than a chair to reach things at a high level.	
When using electical appliances or lamps, the use of an extension cord presents a hazard.	
Handling knives, scissors, and other sharp instruments by the handle will help to prevent accidents.	
Spilled liquids should be wiped up immediately.	

Display different kinds of figured and plain fabric, rugs, and wall coverings in a variety of combinations. Ask the pupils to decide which combinations are most harmonious and why.

Pretend a bulletin board or chalkboard is a wall in a pupil's room. Have several pupils arrange objects as they might at home. Ask the class to comment on the effectiveness, neatness, design, interest, and color of the arrangement.

Arrange for pupils to exhibit items they have made or refinished for their own homes.

GENERALIZATION. A home should be furnished so that it is comfortable, attractive, and convenient for all members of the family.

C. Home Care

Lead a class discussion on the atmosphere in a home where everyone shares in its care.

Have pupils tell about the satisfactions and enjoyment a family experiences when each member takes some responsibility, according to his age and capabilities, for performing home tasks.

Arrange for a panel discussion on what parents expect of children with regard to the care of the home.

Require that every girl make some device for the storage of some of her belongings.

Teach pupils how to make a bed properly. Request that they practice it at home.

List with pupils some daily, weekly, and occasional tasks. Have them tell which ones they could perform and later report on their success in doing one or more of these tasks.

Work out with pupils a schedule for performing the necessary tasks for a home. Discuss the advantages of making such a plan.

Plan an exhibit of suitable supplies for washing windows, mirrors, and other glass surfaces. Arrange for a committee of pupils to demonstrate and evaluate the use of these items as to cost, convenience, and results.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT

Placing articles on the stairs is dangerous.

Hot liquids should be tightly covered when carried, to prevent spilling.

Skills

The pupil should:

become a co-operative, helpful member of a family and community

plan for the accomplishment of home care tasks

be able to perform some home tasks satisfactorily

develop habits that make work lighter

arrange her own furnishings for convenience

begin to develop ability to apply the principles of design and color

begin to be "safety conscious" in all home activities

use care in handling sharp instruments, the stove, matches, appliances

avoid placing things on the stairs or in a passageway

develop the habit of wiping up spilled liquids immediately

pull plug instead of the cord when disconnecting an electric appliance.

Demonstrate how to clean various types of surfaces—wood, metal, porcelain, linoleum, vinyl floor covering, enamel, plastic—using a variety of cleaning supplies. Decide with the class which products produce the best results and which are the easiest to use. Compare costs.

Arrange a bulletin board display of convenient and attractive closet arrangements.

Assign a committee to arrange a display of articles which help to provide convenient storage facilities for personal belongings, such as sweater bags, stocking cases, blouse and skirt hangers, drawer dividers.

GENERALIZATIONS. Careful planning and efficient performing of home-care tasks must be shared by all family members.

Regular and efficient care of the home and its furnishings keep a home attractive and make maintenance easier than when such care is neglected.

D. Caring For and Improving the Home Neighborhood

Take pupils on a trip to other communities to see the results of care and lack of care of property. What does it tell about the people who live there?

Develop with pupils a code for teen-agers which may include:

taking pride in the appearance of one's community
showing respect for other people's property
performing service of value to the neighborhood.

Have pupils report on what they are doing to maintain and improve the appearance of their neighborhoods.

GENERALIZATION. A desirable, attractive neighborhood is the result of every family's effort to make it so.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Attitudes and Appreciations	
The pupil should:	
understand that a good home provides privacy, protection, nurture, and enjoyment for its members	
realize that it is the people rather than the things that create the climate in a home	
recognize that the home is a place where a person can enjoy the family and friends	
appreciate that the home is a place where a person should be able to feel safe and secure	
become aware that a home should be a place of refuge where a person has privacy and understanding	
realize that consideration should be given to the interests and hobbies of family members when selecting and arranging furnishings	
realize that beauty can be created in a home by using harmonious colors and orderly arrangement of furnishings	
understand that consideration for others is the basis for co-operation in the care of the home	
accept the responsibility inherent to every family member, according to his age, for keeping his home neat and orderly	
realize that making something for the home is fun and often saves money	

E. Safety in the Home

Demonstrate to pupils the correct manner of holding and of passing to another person sharp instruments, such as:

scissors
knife
needle.

Discuss the handling of sharp knives when washing and drying them.

Have pupils take roles in demonstrating situations in a home, such as:

Mother was called to the door while cleaning, left a chair in the doorway, and forgot to go back to it.

Susie left her school books on the hall staircase after school.

The floor on which the refrigerator stands is not level.

Develop with the pupils a check list of home safety practices.

Ask several pupils to tell of tragic experiences of a relative or acquaintance which might have been avoided.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
understand that the appearance of a neighborhood tells something about the people who live there	
realize that a good citizen or family member finds ways in which he can maintain the attractiveness of his surroundings	
recognize the importance of being especially careful when with children	
consider the placement of large pieces of equipment with doors, such as a refrigerator, in terms of safety	
be aware of specific methods of accident prevention, such as providing temporary gates at stairs, using rubber pads under rugs, and placing handrails on stair cases or bathtubs.	

VOCABULARY SUGGESTIONS

UNIT III

appearance
appliance
arrangement
attractiveness
belongings
comfortable
community
convenience
convenient
dangerous
discount
effectiveness
efficient
electric
enamel
evaluate
extension
facilities
furnishing
furniture
handrail
harmonious
hazard
instruments
linoleum
maintain
maintenance
neighborhood
performing
porcelain
privacy
protection
refinish
refrigerator
refuge
residents
satisfactorily
scissors
staircase
surroundings
vinyl

RESOURCE MATERIALS

UNIT III

BOOKS	A	B
Barclay, Marion S., and Champion, Frances Teen Guide to Homemaking		pp.204-211, 213-227
Clayton, Nanalee Young Living		
Fleck, Henrietta, Fernandez, Louise, and Munves, Elizabeth Exploring Home and Family Living	pp.6-7, 10-11, 12-16	pp.211-219
Harris, Jessie W., Tate, Mildred R., and Anders, Ida A. Everyday Living		pp.97-106, 113-118
Hatcher, Hazel M., and Andrews, Mildred E. Adventuring in Home Living Book I, rev.ed.		pp.281-313
Jenkins, Gladys Gardner, Bauer, W. W., Shacter, Helen S., and Pounds, Elenore T. Health and Safety for Teen-Agers	pp.270-271	
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking		pp.100-104
McDermott, Irene E., and Nicholas, Florence W. Homemaking for Teen-Agers Book I, rev.ed.	pp.8-9	pp.119-144

C	D	E
pp.212-213, 230-231		pp.240, 248, 250, 298, 354, 377, 393, 431
pp.259-289		pp.63,219,291-292, 278,283,285,286
pp.167-181		pp.193-200
pp.107-113, 120-128	pp.87-95	pp.131-137
pp.270-279, 286-287		pp.172,271
		pp.222-231
pp.104-139		pp.126,138-139, 201-203
pp.147-164		

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Management for You

Gilbreth, Lillian M., et al.
Management in the Home

McDermott, Irene E., and Nicholas, Florence Williams
Living for Young Moderns

Smart, Mollie Stevens, and Smart, Russell Cook
Living in Families

Starr, Mary Catherine
Management for Better Living

UNIT IV

UNDERSTANDING AND ENJOYING CHILDREN

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
Information and Knowledge The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
Understandings The pupil should understand that: There are typical stages through which a child passes as he grows.	A. How a child grows Areas of growth Typical stages of growth Basic needs
Knowing what to expect at each stage of a child's growth can help in understanding his behavior and dealing with it. Heredity, for the most part, determines a child's physical characteristics.	B. Why a child behaves as he does Heredity Environment Care and guidance
Environment is more than a child's physical surroundings; it is also the people around him and the way they treat him. The experiences a child has with the people around him help to shape his personality, his likes and dislikes, his fears, his love, and his happiness.	C. Why it is helpful to learn about children Enjoyment of children Understanding of children Knowledge in the care of children Self-understanding
Early experiences—good and bad—even though forgotten, affect a child's attitude and behavior.	D. How we can help to care for children Good relationships Discipline

SUGGESTED LEARNING EXPERIENCES

Listed below are activities which the teacher may direct to students according to their needs, abilities, and interests.

A. How a Child Grows

Have pupils recall what they learned in Unit I, "Understanding Yourself and Others," about ways in which a person grows and some basic human needs. Point out the application that should be made in this unit.

Invite the mother of a young child to tell the class how she endeavors to meet her child's need for a sense of security and a feeling of approval.

Explain to pupils what is meant by the statement "At each age and stage of development there are ways of behaving that are right for that age." Give examples.

Give pupils a list of common types of behavior from a child of 2 or 3 years; of 3 or 4 years; of 5 or 6 years. Ask them to tell how such a list might be helpful when caring for a young child.

Find pictures of young children of different age levels engaged in some activity; mount these pictures and place them on the bulletin board. Have pupils judge the probable ages of the children and apply knowledge of typical behavior characteristics at different stages of growth.

Have pupils observe children of different age levels and note the differences in the way each behaves in such situations as:

wanting to obtain a toy from another child
seeking the approval of adults around him
desiring affection.

GENERALIZATION. Knowing a child's needs and growth patterns helps a person to understand and enjoy young children.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS

Children need to understand that certain ways of acting are acceptable and certain ways are not.

All behavior has a cause.

The purpose of discipline is to teach, not to punish.

To help a child change undesirable behavior, a person must find the reason for such undesirable actions as a temper tantrum or bed-wetting.

The reason for undesirable behavior may be physical or emotional.

Those responsible for the care of babies and small children should strive to satisfy their basic needs for love, security, and approval.

One way to teach good habits is to set a good example.

When a child plays, he is growing and learning.

The welfare of children is everyone's concern.

Skills

The pupil should:

recognize the factors which influence behavior

deal in an understanding way with children

protect children's health and safety

begin to develop insight into human behavior.

OUTLINE OF CONTENT

Guidance
Good health
Safety
Play and playthings
Necessary information
Qualifications and characteristics of a person who cares for children

B. Why a Child Behaves as He Does

Review with the pupils the influence of heredity and environment upon growth and behavior, about which they learned in Unit I, "Understanding Yourself and Others." Help them to see the relationship to the way babies and young children develop. Point out some physical characteristics that are inherited and some personality characteristics which are primarily the result of environment.

Help pupils to understand that a child's heredity cannot be altered, but that with pleasant surroundings, understanding, and intelligent care, the possibilities of growth are great.

Divide the class into "buzz groups" to discuss the behavioral characteristics of a young child they know. Include the part environment (family, playmates, neighborhood) may have played in developing these characteristics.

Assign each pupil to observe a small child for a specified length of time. The child may be a younger sister or brother or a child with whom the pupil is "baby-sitting." Have each pupil list some things she can learn about the child through observation and tell how this information provides some clue for his care and guidance.

Ask pupils to recall what they described to be a good home in Unit III, "You and Your Home." Ask them how this affects the growth of the children living there.

Take the class to a kindergarten or nursery school to observe the way the teacher handles the children and note the effect of this approach upon their behavior.

Post on the bulletin board pictures which illustrate ways that certain needs of little children are sometimes met or ignored. Have class members comment as to the possible results of using these methods and the reasons for these results.

GENERALIZATION. A child's heredity, environment, and experience make him what he is.

C. Why It Is Helpful to Learn about Children

Invite pupils to tell about some childhood experience which stands out in their memories. Let them show how these experiences may have been factors in the formation of their own behavior patterns and attitudes.

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT

Attitudes and Appreciations

The pupil should:

realize the necessity of understanding children in order to help them develop

understand the variety of the ways in which a child grows

realize that each stage of growth requires the help, patience, and understanding of others

understand that the need for meeting his physical and emotional needs is basic to the welfare of every child.

realize that if children are to feel secure, relaxed, and free of anxiety, they must have love and understanding

recognize that every child is different and has a personality entirely his own

realize that children learn in many ways

understand that children need help in growing up

appreciate that learning about children helps us to enjoy them

appreciate that a child's toys should be safe and suited to his age

realize that people who know something about children understand themselves better

Have pupils write or tell in what ways learning about children has enabled them to better understand themselves.

Let several pupils tell of enjoyable personal experiences they have had with little children.

Make a survey of the class to discover what contacts pupils have with small children--sisters, brothers, or other relatives--or when baby-sitting.

Discuss with the class problems which may be experienced with small children. Let individual pupils volunteer to tell their own experiences and ask the rest of the class to offer possible solutions. Have the students report later about the results of similar experiences.

Ask pupils to relate how the understanding of children which they have gained has improved their relationship with one or more of their young acquaintances, sisters, or brothers.

Have pupils report on the ways in which they help meet the needs of children with whom they are in contact. Such reports may be based upon the following needs of children:

to be appreciated as an individual
to have a sense of belonging
to love and be loved
to experience a sense of achievement.

GENERALIZATION. Learning about children is an aid to enjoying and dealing with them and may also provide some insight into the learner's own behavior.

D. How We Can Help to Care for Small Children

Discuss and list with pupils the characteristics which are desirable in a person who has the responsibility for the care of children.

Arrange for a class discussion on: "What is a desirable relationship between teen-agers and small children?" "What should be a teen-ager's attitude toward small children? Why?"

UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	OUTLINE OF CONTENT
know that there are laws and agencies concerned with the welfare of children	
appreciate that working and playing with children may help a person decide on his life work.	

Prepare with the class some questions they might ask themselves about their relationships to children. Examples follow:

Do I think young children are a nuisance?
Do I have patience with them and try to understand them?
Do I control my emotions when I am dealing with children, or do I get angry and shout at them?
Do I remember that children are not miniature adults?

Appoint a committee to prepare some "do's" and "don't's" for baby-sitters.

Have the class prepare a list of safety rules to apply when caring for children.

Discuss the value of play in a child's development and the importance of providing play facilities at every age level.

List, on the chalkboard, pupils' suggestions of inexpensive toys to take along when baby-sitting.

Arrange for pupils to prepare an exhibit of toys appropriate for children of different ages.

Have each pupil make an inexpensive toy.

Have each pupil make a "do-it-yourself" booklet for a small child.

Select stories for young children to be read and evaluated in class.

Listen to children's stories read or told by pupils to the class. Discuss the age level for which they are best suited and pleasures the children might experience from them.

Ask pupils to make plans for helping a younger sister or brother develop good habits of eating, consideration for others, and self-reliance.

Appoint a committee to make a survey of the agencies in the local community that are concerned with the welfare of children. Have the committee report the results of its findings to the class.

GENERALIZATION. Only those who understand something about children--how they grow and their needs and how to meet them--are qualified to care for children.

VOCABULARY SUGGESTIONS

UNIT IV

- **acquaintances**
- **agencies**
- **anxiety**
- **discipline**
- **endeavor**
- **expenditure**
- **facilities**
- **guidance**
- **ignore**
- **inexpensive**
- **insight**
- **miniature**
- **nuisance**
- **patience**
- **personality**
- **prevent**
- **self-reliance**
- **stages**
- **typical**

RESOURCE MATERIALS

UNIT IV

BOOKS

	A	B	C	D
Barclay, Marion S., and Champion, Frances Teen Guide to Homemaking	pp.396-415		pp.412-415	pp.397-411
Fleck, Henrietta, Fernandez, Louise, and Munves, Elizabeth Exploring Home and Family Living	pp.230-239		pp.241-246	pp.248-254, 256-266
Hatcher, Hazel M., and Andrews, Mildred E. Adventuring in Home Living Book I, rev. ed.	pp.453-454	pp.448-451, 471-474		pp.455-469
Jenkins, Gladys Gardner, Bauer, W. W., Shacter, Helen S., and Pounds, Elenore T. Health and Safety for Teen-Agers	pp.267-269			pp.266,267
Jones, Evelyn G., and Burnham, Helen A. Junior Homemaking	pp.142-146	pp.146-148	pp.148-156	pp.158-167
McDermott, Irene E., and Nicholas, Florence W. Homemaking for Teen-Agers Book I, rev. ed.	pp.50-60	pp.60-70	pp.32-48	pp.12-31
Shuey, Rebekah., Woods, Elizabeth L. and Young, Esther Mason Learning about Children	pp.1-6, 8-15, 91-105, 142-160, 167-186	pp.31-51, 54-63, 161,162	pp.188 -204, 245-252, 253-265	pp.17-26, 107-123, 205-220

	A	B	C	D
Smart, Mollie Stevens, and Smart, Russell Cook Living and Learning with Children	pp.4-54	pp.182-232	pp.116-165	pp.72-167, 252-269

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